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AMERICAN SCHOOL SERIES.

B8

INTRODUCTORY LESSONS



BY

NOBLE BUTLER.

LOUISVILLE, KY.

JOHN P. MORTON AND COMPANY,

PUBLISHERS.

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INTRODUCTORY LESSONS

IN

ENGLISH GRAMMAR.

BY

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NOBLE BUTLER.

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## PREFACE.

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THIS little book is designed merely as an introduction to a larger work on the same subject by the same author. Its object is to make the young learner acquainted with the parts of speech and their inflections.

Much more reliance is placed on the exercises than on the definitions. It is recommended to the teacher that, in addition to the examples and illustrations, he should take some simple reading-book and give his pupils thorough practice in distinguishing the parts of speech, cases, moods, tenses, etc. The learner must, of course, thoroughly understand every sentence he undertakes to analyze. The First, Second, and Third School Readers, by Noble Butler, are well adapted to this purpose, all the lessons having been prepared with special reference to the capacity of very young children, and the words being easy and generally short.

Butler's Practical Grammar of the English Language forms a sequel to the present work.

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# ENGLISH GRAMMAR.

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## ORTHOGRAPHY.

Letters are divided into two classes—*vowels* and *consonants*.

*A, e, i, o, u*, are vowels.

*B, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, are consonants.

*W* and *y* are consonants when they are immediately followed by a vowel sound in the same syllable; as in *youth, yellow, want, twine*.

In other cases *w* and *y* are vowels; as in *now, sawing, sky, trying, holy*.

### EXERCISES.

1. Tell how many vowels and how many consonants there are in each of the following words:

Louisville, Cincinnati, Madison, Nashville, Boston, coming, violence, useful, star, senate, house, vowel, consonant.

2. Tell in which of the following words *w* and *y* are consonants, and in which they are vowels:

Fellow, carry, winter, young, silly, scythe, new, sowing, mow, mowing, glory, cow, swim, dye, sky.

**Questions.**—Into what two classes are letters divided? What letters are vowels? What letters are consonants?

## GENERAL RULES FOR SPELLING.

## I.

Monosyllables, and words accented on the last syllable, ending with a single consonant preceded by a single vowel, double that consonant when an addition beginning with a vowel is made; as, *blot*, *blotting*; *drop*, *dropped*; *allot*, *alotting*.

The word *blot* is a monosyllable, or word of *one* syllable, ending with a single consonant (*t*), preceded by a single vowel (*o*); *ing*, a termination beginning with a vowel (*i*), is added; consequently the consonant (*t*) must be doubled, and the word formed is *blotting*, not *bloting*.

*Allot* is a word of two syllables, accented on the last syllable.

NOTE.—*X* is a double consonant, equivalent to *ks*, and is, consequently, not doubled; thus, *vex*, *vexing*, not *verxing*.

## EXERCISES.

1. Add *ed* and *ing* to each of the following words, and spell the words that are formed:

Pat, drop, spot, sip, drip, defer, remit, omit, refer, overlap, flit, whip, spur, mar, mat, mob, mop, nap, impel, excel, prefer, permit.

2. Add *er* and *est* to each of the following words, and spell the words that are formed:

Hot, red, big, mad, sad, wet, fat, fit, glad, dim.

3. Correct the errors in the following:

Slip, sliped; strip, striped; demur, demuring; annul, annulling; flat, flater, flatest; red, reder, redest; allot, allotting; trip, triping;

beg, beging; drag, draged; step, steped; tan, taning; fret, freting; concur, concurring; equip, equiping.

**Questions.**—What is the first general rule for spelling? Is *x* doubled? Why not?

## II.

Final *e* is omitted before terminations beginning with a vowel; as, *save, saving; wise, wiser; love, loved*.

*Save* ends with *e*, and when *ing* is added the word formed is *saving*, not *saveing*. If we add *er* to *wise*, the word formed is *wiser*, not *wiseer*.

## EXERCISES.

1. Add *er* and *est*, or *ed* and *ing*, to each of the following words, and spell the words that are formed:

Ripe, wipe, hate, noble, ample, rare, blue, deceive, grieve, weave, ripe, strike, spite, transpose.

2. Correct the errors in the following:

White, whiteer, whiteest; wise, wiseer, wiseest; wipe, wipeing, wipeed; precede, precedeing, precedeed; devote, devoteing, devoteed; polite, politeer, politeest; able, ableer, ableest.

**Question.**—What is the second general rule?

## III.

Words ending in *y* preceded by a consonant, change *y* into *i* when a termination is added; as, *happy, happier; carry, carried; fly, flies*.

**EXCEPTION:** Before *ing*, *y* is retained, that *i* may not be doubled; as, *carry, carrying*.

## EXERCISES.

1. Add *er* and *est*, or *ed*, to each of the following words, and spell the words that are formed :

Merry, dry, holy, glorify, cry, try, magnify, multiply, decry, satisfy, ally.

2. Correct the errors in the following :

Sanctify, sanctified; dirty, dirtyer, dirtyest; deny, denied; rusty, rustyer, rustyest; defy, defyed.

**Questions.**—What is the third general rule? What exception?

## NOUNS.

A noun is the *name* of an object; as, *boy, dog, George, Cæsar, Kentucky, London.*

## EXERCISES.

1. Name the nouns among the following words. There are six in each division :

1. John, James, for, wisely, Mary, tell, across, Jane, when, William, comes, Sarah.

2. Hand, the, an, house, and, quill, school, of, dog, with, good, cat.

3. Rat, to, pin, stove, or, axe, hoe, nine, ten, horse.

4. Bird, story, up, off, sun, twenty, moon, went, down, star, in, grass.

5. Broom, over, ran, grass, wheat, corn, bread, eat, meat.

6. Desk, think, small, apple, brick, shall, river, sell, peach, cherry.

7. Louisville, never, Philadelphia, large, Boston, Nashville, sober, the, Albany, declaim, Pittsburg.

8. Brave, bravery; good, goodness; swift, swiftness; soft, softness; gentle, gentleness; wicked, wickedness.

**NOTE.**—When two or more words are employed to designate *one* individual, they are considered as *one* name or noun; as, *Robinson Crusoe*, *William Henry Harrison*, *United States*.

9. George Washington, great, John Quincy Adams, same, too, New Orleans, William Wilberforce, Richard Augustus Murray, Sarah Jane Belleville.

10. Gold, golden; silver, silvery; rain, rainy; mud, muddy; mischief, mischievous; peace, peaceful.

11. Dogs bark. A mouse has two ears. The doors and windows are open. Here is a new book.

12. Take some apples and pears. Raisins are sweet. John has a new hat and an old cap.

13. The inkstand is full of ink. The cow has a white calf. The carpet is on the floor.

14. The clock has a new hand. Time passes swiftly. A blot is on your paper. Your book is blotted.

15. Two pints make one quart. Four pecks make one bushel. A dollar is equal to one hundred cents.

16. The distance from Philadelphia to London is very great. Three miles, or twenty-four furlongs, make one league.

17. Beauty will decay. Virtue is happiness. Deception is base. Truth is lovely. Avoid impurity.

18. The lamp gives more light than the candle does. Peter's boat is on the water.

19. The trees are full of leaves. Thomas saw six owls, one dove, and a duck.

20. This lesson is very difficult. Perseverance overcomes difficulties. The moon and stars are in the sky.

2. Put a noun in each of the following blank spaces:

She has a new —. — knows her lesson. I saw —. My — is better than yours. Your — is worth more than my —. This is a red —. The — is a beautiful river. — can jump farther than —. — is a large city.

3. See how many you can write of each of the following:

1. Names of *persons*. 2. Names of *four-footed animals*. 3. Names of *birds*. 4. Names of *insects*. 5. Names of *reptiles*.

6. Names of *fishes*. 7. Names of *trees*. 8. Names of *plants*. 9. Names of *flowers*. 10. Names of *metals*. 11. Names of *objects in the house and school-room*. 12. Names of *civil and military officers*; as, *judge, president, general*, etc. 13. Names of *qualities*; as, *virtue, vice, swiftness, strength, dullness*, etc. 14. *Any other names that you can remember*.

NOTE TO TEACHERS.—It would be well to make the pupil point out the nouns in some reading-book, till he becomes fully acquainted with the subject.

Questions.—What is a noun? When two or more words are employed to designate an individual, how are they considered?

### CLASSES OF NOUNS.

Nouns are divided into two classes—*proper* and *common*.

A proper noun is the name of an individual object; as, *John, Vesuvius, Louisville, Franklin, Mary, George, England*.

Proper nouns always begin with capital letters.

A common noun is a name applied to all objects belonging to the same class; as, *boy, mountain, city, girl, country*.

### EXERCISES.

1. Name the proper and common nouns in the following:

Joseph went to Boston. Many steamboats run on the Hudson River from Albany to New York. There are fifty houses in this village. This tree bears good apples. Elephants are found in Asia and Africa. James saw three squirrels in Montgomery. Job was a very patient man. Henry Morton is a fine boy. John took George's knife.

This is beautiful corn. George Clark is eating an apple under that shady tree. On what boat did he go to Liberty?

There are many fine plants in that garden. James Wilson is the owner. One quart is equal to two pints. Bees are industrious insects. How many passengers were on the Pike?

Robertson wrote a History of America. Theophilus is reading about Robinson Crusoe and his man Friday. John Milton was a great author. George Washington was a person of noble character.

Has Mary Jackson seen her cousin Jonas Thornton? Napoleon Bonaparte fought many battles, and died on the Island of St. Helena. Mars and Jupiter are names of planets.

Scipio defeated Hannibal. Proper nouns begin with capital letters. A noun is the name of an object. How many nouns are in this sentence:

John Gilpin was a citizen  
Of credit and renown?

Happiness is desired by all men. John likes bread and milk. Jane likes apples. The cow likes grass. The horse likes corn, and Pompey likes raw meat.

2. Mention three proper nouns;—three common.

3. Put a proper noun in each of the following blank spaces:

The ship — arrived at — to-day. — saw — to-day. — can run fast. — is larger than —. This boy's name is —. Where was — yesterday? In — the soil is very productive. — and — are both tall. When did — do this? — is larger than —.

4. Put a common noun in each of the following blank spaces:

He came to my — to-day. — is better than —. Those are delicious —. There are fifty — on that —. Those are tall —. The — is covered with —. — is —. Four — are equal to one —.

5. Put proper nouns in place of the common nouns in the following:

Horses can run faster than oxen. The man saw a boy. The girl sings sweetly. Men must die. The mother is happy because

the children are good. The lady reads her book. Did the boy feed the dog?

**Questions.**—How many classes of nouns? What is a proper noun?—a common noun? With what do proper nouns always begin?

## NUMBERS.

Nouns have two numbers—the *singular* and the *plural*.

The singular number denotes *one* object; as, *chair, tree, ox, box, hat, pen, table*.

The plural number denotes *more than one* object; as, *chairs, trees, oxen, boxes, hats, pens, tables*.

## EXERCISES.

1. Tell the number of each of the following nouns:

Book, knife, pens, chairs, table, candle, hats, bonnet, handkerchief, feet, hands, eye, ears, children, ox, mice, geese, leaves, women, boy.

Jane has a new bonnet, with two fine ribbons. Six men ran down the street to catch the runaway horse. In the garden are many trees that give a pleasant shade, and bear fine fruits. The handle of the spade is made of wood. The meadow is full of sweet flowers. The kitten caught three fat mice.

2. Tell the number of each of the nouns in the preceding lessons.

## FORMATION OF THE PLURAL.

Most nouns form the plural by adding *s* to the singular; as, *book, books; page, pages; lamp, lamps; stove, stoves; apple, apples*.

When the singular ends with a sound which can not unite with *s*, then *es* is added; as, *church,*



*churches; box, boxes; glass, glasses; brush, brushes; fox, foxes.*

Nouns ending in *y* preceded by a consonant, change *y* into *ie*, and add *s*; as, *lady, ladies; fly, flies; cry, cries; berry, berries; cherry, cherries.*

If the *y* is preceded by a vowel, it is not changed; as, *day, days; valley, valleys.*

The following nouns change *f* and *fe* into *ve*, and add *s*:—*leaf, calf, self, half, beef, loaf, sheaf, shelf, wolf, wharf, thief, elf, wife, knife, life.* Thus, *leaves, calves, knives, etc.*

Other nouns in *f* and *fe* are regular; as, *fife, fifes; grief, griefs.*

The following nouns form the plural more irregularly :

Child, . . . children;	Tooth, . . . teeth;
Man, . . . men;	Foot, . . . feet;
Woman, . . . women;	Goose, . . . geese;
Ox, . . . oxen;	Mouse, . . . mice;
Louse, . . . lice;	Die, . . . dice.

## EXERCISES.

## 1. Tell the plural form of each of the following words:

Handle, stick, book, star, finger, stove, oven, sun, moon, monarch, face, place, case.

Box, fox, miss, wish, lash, loss, ditch, watch, atlas.

Study, penny, berry, fly, story, cherry, dairy, fairy, entry, pony, dandy, lily, pantry, body.

Day, play, ray, valley, chimney, turkey, essay.

Calf, sheaf, knife, fife, hoof, beef, leaf, wolf, thief, roof, chief, shelf, gulf, self, half, wife, life.

2. Form three sentences containing singular nouns;—three containing plural nouns.

**Questions.**—How many numbers? What does the singular number denote?—the plural? What is the regular mode of forming the plural? When is *es* added? What is said of nouns ending in *y* preceded by a consonant? What is said of nouns ending in *y* not preceded by a consonant? What is said of some nouns in *f* and *fe*? How do *child*, *man*, etc., form the plural?

### GENDER.

There are four genders—the *masculine*, the *feminine*, the *common*, and the *neuter*.

Nouns which denote *males* are of the masculine gender; as, *man*, *boy*, *lion*, *William*, *father*, *uncle*.

Nouns which denote *females* are of the feminine gender; as, *woman*, *mother*, *lioness*, *Mary*, *girl*, *aunt*.

Nouns applied to every individual in the class, *without reference to sex*, are of the common gender; as, *parent*, *bird*, *friend*, *cousin*, *squirrel*, *mouse*.

A *parent* may be either the father or mother; a *bird* may be either the male or female.

Nouns which denote *neither* males nor females are of the neuter gender; as, *tree*, *paper*, *book*, *pen*, *home*, *table*, *bench*.

### EXERCISES.

1. Name three nouns of the masculine gender;—three of the feminine;—three of the common;—three of the neuter.

## 2. Tell the gender of each of the following nouns:

Father, mother, parent, brother, sister, uncle, aunt, cousin, son, daughter, child, wife, husband, shoes, hat, sparrow, chair, sisters, brothers, animal, queen, tree, apples, river, quadruped, cow, bottles, turkey, lady, fire, fowl, goose, sheep, gander, quills, rocks, deer, hog.

Houses, hens, horses, inkstand, caps, sword, musket, princes, maid, lamp, lion, lioness, hero, prince, man-servant, emperor, mountain, maid-servant.

The cow gives milk for little boys and girls; the horse carries them on his back. The birds build nests. My friend is ill.

George lives in Mississippi. In the field were two horses, three cows, five hens, and a boy. Where was Eliza going this morning with her little brother? The name of that small boy, with black eyes and dark hair, is Thomas. My cousins have arrived. The birds are singing.

## 3. Tell the gender of each of the nouns in the preceding exercises.

**Questions.**—How many genders? What nouns are of the masculine gender?—of the feminine?—of the common?—of the neuter?

## PERSON.

When the speaker mentions his own name, or an appellation belonging to him, it is said to be of the *first* person; as, “I, *John*, saw it;” “I, the *governor*, make this proclamation;” “We, *men*, are sinful.”

## EXERCISES.

Which of the following nouns are of the first person?

I, George Washington, proclaim. The thief was tried before me, the judge of this court. I, Jonas Barrington, saw the boy. We, girls, must study. I, the prophet, foretold this event.

When, in an address, we mention the name of the person addressed, or any appellation belonging to him, it is said to be of the *second* person; as, "*Theodore*, give me my knife;" "*Children*, obey your parents."

## EXERCISES.

Which of the following nouns are of the second person?

My friend, you are welcome. Boys, let us play. You, Jonas Barrington, saw him. The letter was directed to you, Frank Appleton. Samuel Winkley, will you come? You will fall, James.

When an object is spoken of, the noun is of the *third* person; as, "*John* saw it;" "*Men* are sinful;" "*Theodore* gave me my knife."

## EXERCISES.

Tell the person of each of the following nouns:

I, Darius, make a decree. Darius, make a decree. Darius made a decree. William, where have you been? Where has William been? Sarah, go to Thomas. Sarah went to you, Thomas. I, the governor, proclaim. We, boys, are noisy. You, girls, are busy. The boys are noisy. The girls are busy. John, sit on a chair. John is sitting on a chair.

**Questions.**—When is a noun of the first person?—of the second?—of the third?

## ADJECTIVES.

An adjective is a word which qualifies or limits the meaning of a noun; as, “a *good* boy;” “a *sweet* apple;” “*one* book;” “*this* man.”

A *qualifying* adjective expresses some quality which belongs to the object; as, “*bad* roads;” “*ripe* nuts;” “*violent* storms;” “*square* wooden boxes.”

A *limiting* adjective does not express any quality belonging to the object, but merely limits the meaning of the noun; as, “*one* book;” “the *first* man;” “*that* thing;” “*forty* thieves;” “*those two* hats.”

## EXERCISES.

1. Tell which of the following words are adjectives, and to what nouns they belong. There are twelve in each division:

1. New books. Good scholars. Fine horses. That tree. That tall man. Those grapes. Those sour grapes. Two bad pens. Six hats.

2. John is a good boy. Have you studied that long lesson? Men love warm fires on cold days. Here are five little girls. Every man has some fault. No man should do such actions. Love all men.

3. Did you see any person? That beautiful river with green banks. I will give you this large, red, mellow, sweet apple. Little kittens love sweet, new milk.

2. Join an adjective to each of the following nouns:

Table, chair, hat, cap, book, pen, hand, knife, hair, boy, girl, cow, horse, bullets, box, cat, shoe, birds, sun, moon, stars, apple,

pear, peach, men, road, street, fire, house, car, rock, bed, boat, mouse, stove, kitten, store, barrel, sugar.

### 3. Join a noun to each of the following adjectives :

Good, bad, fair, our, this, that, happy, every, rich, high, low, tall, ripe, sour, sweet, green, long-handed, weak, red.

### 4. Join three qualifying adjectives to each of the following nouns :

Tree, wall, jug, trunk, fly, coat, paper, flower, river, desk, day, grass, window, picture, music, stream, leaf.

### 5. Join three limiting adjectives to each of the following nouns :

Houses, fire, rose, lily, scratches, wounds, carpet, curtain, whip, pencils, gardens, wasps, board.

### 6. See how many adjectives you can write.

The following words are limiting adjectives: *a* or *an*, *the*, *this*, *that*, *these*, *those*, *both*, *each*, *every*, *either*, *neither*, *some*, *other*, *any*, *one*, *all*, *such*, *none*, *much*, *same*, *few*; and those words which are used in counting and numbering; as, *one*, *two*, *three*, *four*, etc.; *first*, *second*, *third*, *fourth*, etc.

**Questions.**—What is an adjective?—a qualifying adjective?—a limiting adjective?

## DEGREES OF COMPARISON.

There are three degrees of comparison—the *positive*, the *comparative*, and the *superlative*; as, *bold*, *bolder*, *boldest*; *cold*, *colder*, *coldest*.

The positive degree is the simple form of the adjective; as, *sweet*, *wise*, *red*, *happy*.

The comparative degree is regularly formed

by adding *er*, and the superlative by adding *est*, to the positive ; as,

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
Sweet, . . . . .	sweeter, . . . . .	sweetest ;
Wise, . . . . .	wiser, . . . . .	wisest ;
Red, . . . . .	redder, . . . . .	reddest ;
Happy, . . . . .	happier, . . . . .	happiest.

(See *General Rules for Spelling*.)

Some adjectives are compared in an irregular manner ; as,

POSITIVE.	COMPARATIVE	SUPERLATIVE.
Good, . . . . .	better, . . . . .	best ;
Bad, . . . . .	worse, . . . . .	worst ;
Little, . . . . .	less, . . . . .	least ;
Much, . . . . .	more, . . . . .	most ;
Many, . . . . .	more, . . . . .	most ;
Far, . . . . .	farther, . . . . .	farthest.

#### EXERCISES.

1. Name the comparative and superlative of each of the following adjectives :

Warm, flat, red, big, good, true, fine, bad, large, green, pale, hard, little, much, heavy, light.

2. In what degree is each of the following adjectives ?

Richest, paler, good, politest, merrier, greater, quicker, coldest, swifter, strong, shortest, safer, weakest, smoother, rougher.

3. Tell the other degrees of each of the preceding adjectives.

4. Tell the degree of comparison of each of the adjectives in the following sentences, and to what noun it belongs :

Cæsar was a great warrior. Honesty is the best policy. Trees are taller than men. Monday was a warmer day than Tuesday.

Friday was the hottest day of the week. I got the ripest apple that was on the large tree. That brilliant light is painful to weak eyes. I never saw a taller man. He is the tallest man I know. That man wears a ragged coat because he can not buy a better coat. He has the blackest sheep. Take the shortest road. This is a shorter, but a muddier road. His knife is the rustiest of any. The cheapest marbles are sold here.

Many adjectives may be compared by prefixing the adverbs *more* and *most*; as, *sweet, more sweet, most sweet*.

This is the usual way of comparing adjectives of more than one syllable; as,

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
Beautiful, . .	more beautiful, . .	most beautiful;
Useful, . . .	more useful, . . .	most useful;
Ragged, . . .	more ragged, . . .	most ragged.

#### EXERCISES.

Compare the following adjectives:

Benevolent, courageous, sensible, candid, peaceable, quarrelsome, temperate, intelligent.

Healthful, studious, diligent, attentive, useful, delightful.

**Questions.**—How many degrees of comparison? What is the positive degree? How are the comparative and superlative formed? Compare *good*, etc. What is the usual way of comparing adjectives of more than one syllable?

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## ARTICLES.

The limiting adjectives *a* or *an* and *the* are called *articles*.

*The* is called the *definite*, and *a* or *an* the *indefinite* article.



*A* is used before words beginning with consonant sounds; as, *a tree, a dog*.

*An* before those beginning with vowel sounds; as, *an egg, an apple*.

In some words beginning with *h* this letter is silent; and the first sound being a vowel sound, *an* is used, and not *a*; as, *an hour, an herb*.

The articles *a* and *an* are used before nouns in the singular number only.

Thus we say, *a boy, an apple*, both of which nouns are in the singular number; but we can not say *a boys, an apples, a books*, etc.

The article *the* is used before nouns of either the singular or the plural number.

Thus we say, *the boy, or the boys; the apple, or the apples; the book, or the books*.

#### EXERCISES.

1. Tell which of the following words are articles, and to what nouns they belong:

A tree. A horse. An hour. An apple. A box. Where is the slate? Did you see the elephant? A foolish child. An honest man. I want the book that you had. An ox.

2. Tell why *a* is used before some of the preceding words, and *an* before others.

3. Correct the errors in the following:

A acorn. An pea. An hand. A hour. An hypocrite. An tree. A onion. A ox. An man. A account. An pen. A apron. A round globe. A honest boy. A uncle.

**Questions.**—What words are called articles? Which is the definite article?—the indefinite? When is *a* used? When is *an* used? Why is *an* used before *hour*? With what number is *a* or *an* used?—*the*?

## PREPOSITIONS.

A preposition is a word which shows the relation between a noun or pronoun and some other word ; as, “The hatred *of* vice;” “This book will be useful *to* John;” “He lives *for* glory;” “He acts consistently *with* his principles.”

Here *of* shows the relation between *vice* and *hatred*; *to*, between *John* and *useful*; *for*, between *glory* and *lives*; *with*, between *principles* and *consistently*.

The preposition and the noun form an *adjunct*; thus *of vice* is an adjunct to *hatred*; *to John* is an adjunct to *useful*; *for glory* to *lives*; *with his principles* to *consistently*.

The words that modify the noun are considered as belonging to the adjunct. In this sentence, “He lives *in the greatest seclusion*,” the words in Italics form an adjunct to *lives*.

### LIST OF PREPOSITIONS.

Aboard,	Among, }	Besides,	For,
About,	Amongst, }	Between,	From,
Above,	Around,	Betwixt,	In, Into,
According to,	At,	Beyond,	Notwithstanding,
Across,	Athwart,	By,	Of,
After,	Before	Concerning,	Off,
Against,	Behind,	Down,	On,
Along,	Below,	During,	Out of,
Amid, }	Beneath,	Except,	Over,
Amidst, }	Beside,	Excepting,	Past,

Regarding,	Throughout,	Towards,	Up,
Respecting,	Till,	Under,	Upon,
Round,	To,	Underneath,	With,
Since,	Touching,	Until,	Within,
Through,	Toward,	Unto,	Without.

## EXERCISES.

1. Insert an appropriate preposition in each of the following sentences :

He went — Albany. He died — glory. He came — me. The deer ran — the thicket. He spoke — the war. He sat — me. The squirrel ran — the tree. She took an apple — the basket. He is respected — home. He fell — the river. He would have lived — this time. James stood — the ground. He fell — the stairs. The sky is — us. She is buried — the sod. She lived — the Indians.

2. Between what words does each of the following prepositions show a relation ?

He went from Albany. He went to Buffalo. He went from Albany to Buffalo. He came to me. That is pleasant to her. Run before me. I went with the boys. I went into the orchard. I went with the boys into the orchard. The stream runs with rapidity. The stream runs past the house. The stream runs under the fence. The stream runs into the river. The stream runs with rapidity past the house, under the fence, into the river. John rode to town on the horse. James is kind to his companions. The deer jumped over the fence into the field. He is respected at home. At home he is respected. In what place does he reside ? To what country has he removed ? In that place he was unhappy. John is excelled by Peter. Through the gate he went. The boat ran upon a snag. He fell over the log. He jumped from the tree. The bird flew into the thicket. He was detected in the act. Jonathan is anxious to remove from the city to the country. The apple was pleasant to the sight. Few men live to old age. He is ardent in the cause of liberty. They fought for freedom. Through Louisville he proceeded to St. Louis.

3. Form a sentence for each of the following prepositions :

From, to, through, by, over, under, among, about, at, before, in, on, down, around, after, across, till, up, along.

**Questions.**—What is a preposition? What do the preposition and the noun form? What is said of the words that modify the noun?

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## VERBS.

A verb is a word by which something is affirmed; as, "*John runs*;" "*Cæsar was killed*;" "*James will study*."

In sentences generally, we mention the name of some person or thing, and then tell what the person or thing does, or what is done to it. The word that expresses what the person or thing does, or what is done to it, is a verb.

"John writes;" "The letter is written." Here *writes* tells what John does, and *is written* what is done to the letter. These words are verbs.

That of which something is affirmed is called the *subject*. In the preceding examples, *John*, *Cæsar*, and *James* are the subjects.

The subject may be known by putting *who* or *what* before the verb.

Thus, in the sentence "James runs," if we ask, "Who runs?" the answer will be "James," and James is consequently known to be the subject of the verb "runs."

"The bottle contains ink." To find the subject ask, "What contains ink?" The answer is "bottle," and bottle is therefore the subject of the verb "contains."

"Does George play?" Ask, "Does who play?" Answer, "George."

"Did he ride?" Ask, "Did who ride?" Answer, "He."

## EXERCISES.

1. Tell the verbs and subject in the following sentences:

James runs. Thomas skates. The bird flies. John sees. Samuel rides. Men die. The man teaches. The boys learn. George plays. Does George play? Mary sleeps. The child cries. Irene laughs. William escapes. John sees a bird. William rode to town. Birds fly in the air. Cæsar conquered Pompey. The bottle contains ink.

The inkstand fell down. The moth burned its wings. The dog lost his master. I came yesterday. Ellen can sing a song. George shot a bird. Did George shoot a bird? John caught a fish. James will read my book. Will James read my book? He has seen the elephant. Has he seen the elephant? She visited me. John walks fast. Does John walk fast? The sun shines bright.

James will study his lesson diligently. Joseph has come. Joseph has not come. Joseph has not come home. The horse gallops through the wood. Thomas loves his sister. The cow eats fresh grass. Cæsar was killed. That fish was caught by John. Pompey was defeated. The work will be completed. The evil has been removed.

2. What is necessary to complete the sense in the following?

Benjamin — to town. James — a letter. Mary — a horse. Emma — the book. The letter — by John. Thomas — down on the bed. The girls — their lessons. The boat — up the river. The deer — down the hill. Susan — a good girl. I — a book. He — to me. The tree — by the wind. The storm —. Julia — diligently. Fannie — home. The bird — its nest. Flowers — by the gardener.

3. What are those words called which it is necessary to supply in the preceding exercises?

4. See how many verbs you can write down.

5. Put verbs instead of the following dashes:

John — a man. The river — into the sea. The squirrel — away. The horse — corn. Thomas — into the house. The dog — the cow. She — amiable. Home — pleasant. The stars —. The moon — light by night. The deer — over the fence. William — to town. I — a gazelle. The girl — on a chair. The earth — spherical. God — good. We — here. He — away.

**Questions.**—What is a verb? What is the subject of a verb? How may the subject be known?

### CLASSES OF VERBS.

A *transitive* verb requires the addition of an object to complete the sense; as, “John *strikes* George;” “He *excels* me.”

Here *George* is the object of the verb *strikes*, and *me* of *excels*.

**REMARKS.**—Any verb that makes sense with *me*, *thee*, *him*, *her*, *us*, or *them*, is a transitive verb.

Thus we may know that *strikes* is a transitive verb by its making sense with *him* after it; as, “John strikes him;” but “John sleeps him” would not make sense.

When a preposition comes between a verb and a noun, the verb is not transitive. The noun is the object of the preposition, and not of the verb.

Thus, “James lies *on* the bed.” Here *lies* is not a transitive verb; *bed* is the object of the preposition *on*, and not of the verb *lies*.

## EXERCISES.

Which of the following verbs are transitive?

Mary struck the cow. Jane broke her chair. James lies on the bed. He shot the hen. Whales swim in the sea. Thomas burned his shoe. The tailor spoiled the coat. The pen fell out of his hand. Erasmus wrote a letter. Angelica spoke to her. Amelia remained in the house.

They sailed up the river. The opossum growled at the dog. The dog caught the raccoon. Carlo shows his teeth. He sharpens knives. The sun has parched the earth. The horse has gone into the stable. He has eaten the corn. Robert looked at me. Samuel pushed Alexander off his seat. The boy can wait for me. Smoke rises in the air. A tiger will attack a man.

The serpent crushed the tiger. I will raise him up. The peddler sells tin vessels. He stepped into the water. She walked in the mud. All men love him. The good man avoids vice. He confessed his sin. We played on the grass. Serena tumbled over the bench. The mother caresses her babe.

An *intransitive* verb does not require the addition of an object to complete the sense; as, "The horse *runs*;" "Peter *sleeps*;" "Mary is *good*."

## EXERCISES.

1. Tell which verbs are transitive and which intransitive in the following sentences; and name the subject of each verb and object of each of the transitive verbs:

The oxen draw the wagon. Theodore whips his top. Benjamin ran into the house. The dog sleeps quietly. The horse kicked the cow. Cain killed Abel. William runs fast. The moon shines bright. The squirrel eats corn. The squirrel is on the tree. The dog caught the squirrel.

He found me. Walter is strong. I have a book. Augustus heard the noise. Lucinda smiles sweetly. She looked at me. The cow destroyed the corn. I met him. You avoided me. The ship sails well. Joseph left Ellen. I had a pen. He went to town.

God loves us. Simon came in a coach. That man hates sin. He expects a new book. He found a ball. He will wish for a change. Mary praises Jane. She abhors meanness. He has gone to heaven. Samuel admired the music. I hear a noise.

2. Form three sentences containing transitive verbs ;—three containing intransitive verbs.

**Questions.**—What is a transitive verb? How may a transitive verb be known?—an intransitive verb?

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## CASE.

Nouns have three cases—the *nominative*, the *possessive*, and the *objective*.

When a noun is the subject of a verb, it is in the nominative case; as, “John *runs*,” “The dog *was killed*.”

### EXERCISES.

Which of the following nouns are in the nominative case?

Bridges are made across rivers. Wolves destroy sheep. A field requires a good fence. John's hat is new. William Tell hit the apple. The clouds obscure the sky. The leaves cover the ground. Man's life is short. George's horse destroyed the flowers. Stephen's pen makes a fine mark. John took William's book. The elephant killed the tiger. William has examined John's book. Walter lost Edward's marbles. Edgar's hair is red. John wants James's chair. Simon touched the elephant's trunk.

Henry's dog chased the rabbit. Peter's kitten fell from the chair. The bird sits on the bough. Time flies swiftly. Carlo took Tray's meat. Trusty barked at the traveler. Lavinia's doll has blue eyes. The rabbit's tail is white. The dog held the meat in his mouth. Joseph wishes to see Jane's picture. Andrew has an apple. Frank shook the tree. The traveler's trunk is heavy. Eliza found Emma's comb.



When a noun denotes the relation of *property* or *possession*, it is in the possessive case; as, "*John's* hat;" "*The dog's* food."

## EXERCISES.

1. Which of the nouns in the preceding exercises are in the possessive case? Name six nouns in the possessive case.

The possessive case in the singular number is usually formed by adding *s* preceded by an apostrophe (') to the nominative; as, *William*, *William's*; *boy*, *boy's*.

When the nominative plural ends in *s*, the possessive plural is formed by adding the apostrophe only; as, *boys*, *boys'*.

When plural nouns do not end in *s*, they form their possessive by taking both the apostrophe and *s*; as, *men*, *men's*.

2. Write or spell the possessive case of each of the following nouns:

Man, boy, girl, woman, men, boys, girls, John, Jane, Albert, lion, fox, ladies, master, masters, oxen, chair.

When a noun is the *object* of a transitive verb or of a preposition, it is in the objective case; as, "*John* struck *William*;" "*Thomas* jumped over the *log*."

Here *William* is the object of the verb *struck*, and *log* of the preposition *over*; they are, then, in the objective case.

The object may generally be known by its forming the answer to the question made by putting *whom* or *what* after the verb or preposition. Thus, "John struck *whom*?" Answer, "William." "Thomas jumped over *what*?" Answer, "The log."

Which of the nouns in the exercise on page 25 are in the objective case?

#### EXERCISES.

1. Tell in what case each of the following nouns is, and why :

Philip studies. Julia plays. The music charms. James runs fast. Winter comes on. Summer has fled. George went to town. Rain falls from the clouds. The traveler visited the cave. The children are in the house. The vessel sails over the sea.

William's hat hangs on the peg. George's book fell into the water. John used Mary's pen. The ball flew over the house. The snake bit the dog's foot. Thomas jumped over Amos's chair. John threw a stone. The clerk will read the book.

Anne cut an apple. Peter has Samuel's coat. The hurricane destroyed the house. The frost injured the corn. The wolf saw a dog. The cat scratched the raccoon's face. The monkey pulled John's hair. The bear tore Peter's coat. The elephant has a proboscis. The candle is in the candlestick. The leaves of the book are dirty. All the windows in the house are open. The bees drove the drone from the hive.

2. Form three sentences containing nouns in the objective case.

**Questions.**—How many cases? When is a noun in the nominative case? When is a noun in the possessive case? How is the possessive case formed in the singular?—in the plural? When is a noun in the objective case? How may the object be generally known?

## DECLENSION.

Declension is the regular arrangement of a noun according to its numbers and cases.

## EXAMPLES.

## 1. BOY.

SINGULAR.	PLURAL.
<i>Nom.</i> Boy,	<i>Nom.</i> boys,
<i>Pos.</i> boy's,	<i>Pos.</i> boys',
<i>Obj.</i> boy;	<i>Obj.</i> boys.

## 2. MAN.

SINGULAR.	PLURAL.
<i>Nom.</i> Man,	<i>Nom.</i> men,
<i>Pos.</i> man's,	<i>Pos.</i> men's,
<i>Obj.</i> man;	<i>Obj.</i> men.

## 3. LADY.

SINGULAR.	PLURAL.
<i>Nom.</i> Lady,	<i>Nom.</i> ladies,
<i>Pos.</i> lady's,	<i>Pos.</i> ladies',
<i>Obj.</i> lady;	<i>Obj.</i> ladies.

## 4. BOX.

SINGULAR.	PLURAL.
<i>Nom.</i> Box,	<i>Nom.</i> boxes,
<i>Pos.</i> box's,	<i>Pos.</i> boxes',
<i>Obj.</i> box;	<i>Obj.</i> boxes.

## EXERCISES.

Decline the following nouns:

Girl, elephant, ox, turkey, cow, governor, Robert, Thomas, George, John.

**Question.**—What is declension?

## PRONOUNS.

A pronoun is a word which is used instead of a noun.

**ILLUSTRATION.**—John went to see Jane, and *John* asked *Jane* if *Jane* would not come to *John's* father's house, and bring *Jane's* brother to see *John*.

John went to see Jane, and *he* asked *her* if *she* would not come to *his* father's house, and bring *her* brother to see *him*.

## EXERCISES.

1. In the following sentences, instead of the pronouns, put the nouns for which they stand:

James brought his book, and gave it to Mary, and she read it. She was much pleased with it, and thanked her brother for having lent it to her.

Thomas is a good boy; he obeys his father and mother cheerfully when they wish him to do any thing for them.

2. In the following, put pronouns where they can be used instead of nouns:

James studies well; James learns fast, and James will excel.

George found the squirrel lying under a tree, with the squirrel's leg broken. George took the squirrel home, and the squirrel's leg soon got well. The squirrel loved George, and followed George wherever George went.

NOTE.—The pronoun *I* is equivalent to “the speaker,” and *thou* or *you* to “the person addressed.”

3. Put pronouns where they are admissible in the following sentences:

The speaker will love the person addressed. If the person addressed should command, the speaker will obey. The person addressed did as well as the speaker could do.

4. Instead of the pronouns in the following sentences, use their equivalents:

I wished you to do well. You said you loved me. How shall I believe you?

Questions.—What is a pronoun?

*PERSONAL PRONOUNS.*

The pronouns *I*, *thou*, *he*, *she*, and *it*, in their various cases and numbers, are called *personal* pronouns; because *I* is always of the first

person, *thou* of the second, and *he*, *she*, and *it* of the *third*.

They are thus declined :

## FIRST PERSON.

## SINGULAR.

*Nom.* I,  
*Pos.* my, *or* mine,  
*Obj.* me ;

## PLURAL.

*Nom.* We,  
*Pos.* our, *or* ours,  
*Obj.* us.

## SECOND PERSON.

*Nom.* Thou,  
*Pos.* thy, *or* thine,  
*Obj.* thee ;

*Nom.* Ye, *or* you,  
*Pos.* your, *or* yours,  
*Obj.* you.

## THIRD PERSON (MASCULINE).

*Nom.* He,  
*Pos.* his,  
*Obj.* him ;

*Nom.* They,  
*Pos.* their, *or* theirs,  
*Obj.* them.

## THIRD PERSON (FEMININE).

*Nom.* She,  
*Pos.* her, *or* hers,  
*Obj.* her ;

*Nom.* They,  
*Pos.* their, *or* theirs,  
*Obj.* them.

## THIRD PERSON (NEUTER).

*Nom.* It,  
*Pos.* its,  
*Obj.* it ;

*Nom.* They,  
*Pos.* their, *or* theirs,  
*Obj.* them.

NOTE.—The plural form, *you*, is now commonly used instead of *thou*.

When *self* (plural, *selves*) is added to the personal pronouns, they are called *compound personal pronouns*.

They have no possessive case, and the objective is the same as the nominative.

They are *myself*, *ourselves* ; *thyselves*, *yourselves* ; *himself*, *herself*, *itself*, *themselves*.

NOTE.—*Yourself* is now commonly used instead of *thyself*.

Questions.—What words are called personal pronouns? Why? Decline *I*, etc. What are compound personal pronouns? How many cases have they? Name the compound personal pronouns.

### RELATIVE PRONOUNS.

*Who*, *which*, *what*, and *that*, are called *relative* pronouns when they relate to some word or phrase going before, called the *antecedent*;\* as, “The boy *who* studies will learn;” “The hat *which* I wore.”

In these sentences, *who* relates to *boy* as its antecedent, and *which* to *hat*.

### EXERCISES.

Name the relatives and antecedents in the following sentences :

The girl who is industrious will improve. This is the chair in which I sit. I lost the knife which John gave me. This is the man who met us. That is the lady who helps the poor. Our Father who art in heaven. Our parents, who have done so much for us, should be honored. Those who seek shall find. I am the man who commands you. I who command you am the man. I saw Edward, who was much hurt. Thomas was in the house which was burned.

*Who* is applied to *persons*; as, “This is the man *who* came;” “She *who* is amiable will be loved.”

*Which* is applied to the lower animals and to inanimate things; as, “This is the ox *which*

\* *Antecedent* means going before.

destroyed the corn;" "This is the tree *which* bears the best fruit."

## EXERCISES.

Correct the errors in the following:

This is the man *which* came. This is the ox *who* destroyed the corn. This is the tree *who* bears the best fruit. She *which* is amiable will be loved. This is the bench *who* fell over. John is the boy *which* did it. I see the dog *who* bit him. This is the apple *who* was cut. I went with John, *which* is a bad boy. She has studied the lesson *who* was so hard.

*That* is applied to any thing to which either *who* or *which* may be applied; as, "This is the man *that* came;" "She *that* is amiable will be loved;" "This is the ox *that* destroyed the corn;" "This is the tree *that* bears the best fruit."

*That* is a relative when *who*, *which*, or *whom* may be used for it.

Thus, "He *that* studies will learn;" "The lesson *that* Mary learned is useful;" "This is the man *that* I saw." *Who* may be used for *that* in the first example, *which* in the second, and *whom* in the third.

## EXERCISES.

In which of the following sentences is *that* a relative?

He *that* does no good does harm. All respect the person *that* tells the truth. Give me *that* book. All *that* sin will suffer. Do you like the book *that* I sent you? *That* cherry is ripe. I saw the dog *that* bit him. *That* is the chair *that* was broken. *That* is the man *that* I met. John has the pen *that* you made. This is the fruit *that* you like. He says *that* *that* is the fruit *that* you like. I believe *that* he studies. This is the lesson *that* he studies. Drive

that horse away. He says that the horse is gone. This is the horse that threw down the gate.

*What* and *that* are used only in the nominative and objective cases.

*Who* and *which* are thus declined :

## SINGULAR AND PLURAL.

*Nom.* Who,  
*Pos.* whose,  
*Obj.* whom.

## SINGULAR AND PLURAL.

*Nom.* Which,  
*Pos.* whose,  
*Obj.* which.

## EXERCISES.

Name the relatives and antecedents in the following sentences :

This is the person who owns this house. I know the lady whom we met. The book that I read is very interesting. John has a dog that goes on three legs. William has a cat that fights the largest rats. Edward mended the pens which he used. This is greater than any thing that he expected. The tree which stands in the field is very tall. Cæsar, who slew many, was himself slain. Birds that swim in the water have webbed feet. The rabbit that I saw ran into the bushes. This is the cat which caught the rat. God, whose goodness is infinite, should be loved by all men. He who steals my purse steals trash. The walnuts that I got are excellent. The horse that was lame is well. The paper on which I am writing is smooth. The knife that you purchased is dull. The lamp which he broke gave a great deal of light.

**Questions.**—What words are called relative pronouns? To what is *who* applied?—*which*?—*that*? When is *that* a relative? —

## ANTECEDENT OMITTED.

The antecedent is sometimes omitted; as, “Who steals my purse steals trash;” that is, *he* who, or the *person* who.

The relative *what* is never used except when



the antecedent is omitted; *which* is used when the antecedent is expressed.

If, then, we omit the antecedent, we must use *what* instead of *which*; and if the antecedent is restored to its place, *which* must follow, and not *what*.

Thus, "I saw what I wanted to see." Here the antecedent to *what* is *thing* understood; if we express the antecedent (*thing*), *which* will take the place of *what*; as, "I saw the thing *which* I wanted to see."

## EXERCISES.

1. Name the omitted antecedent to each of the following relatives:

Who sees not the sun is blind. I saw whom I wanted to see. I saw what I wanted to see. Whom he hates I love. What he hates I love. Who seek truth shall find her. Whom he has once seen he knows. What he has once seen he knows. What he learns he remembers. John will learn what you wish him to learn. Thomas has done what you requested him to do. Whom falsehood pleases truth offends.

2. Express the antecedents in the following sentences, and make the necessary changes:

I saw what I wanted to see. He got what he desired. What pleases me pleases him. What he attempts he performs. Thomas delights in what is good. You will be improved by what you learn. He undertakes only what he can accomplish. Mary attends to what is said. Ann loves what is true.

**Questions.**—Is the antecedent always expressed? What relative pronoun is never used except when the antecedent is omitted? If the antecedent is restored, what pronoun must be used instead of *what*?

### COMPOUND RELATIVE PRONOUNS.

When *ever*, or *soever*, is annexed to relative pronouns, the words thus formed are called *compound relative pronouns*; as, *whoever*, *whosoever*.

These are used only when the antecedent is omitted on account of its being indefinite; and in such cases they are more commonly used than the simple pronouns.

Thus, "*Whoever* steals my purse steals trash;" "*Whatever* purifies fortifies the heart." In the first example, the antecedent is *person*, or something equivalent; in the second, it is *thing*.

#### EXERCISES.

Name the omitted antecedent to each of the following relatives:

Whoever studies will learn. He wants whatever he sees. He gave assistance to whoever had need of it. He took whatever he wanted. Whatever is black is not white. Whoever loves sin hates life. He avoids whatever is impure. Whosoever wanders from virtue forsakes the chief good. I dislike whatever is sour. Whoever rules himself is greater than Alexander. Whatsoever is right is useful.

**Questions.**—What are compound relative pronouns? How are they used?

### INTERROGATIVE PRONOUNS.

*Who*, when used in asking a question, is equivalent to *what person*, and is called an *interrogative pronoun*.

Thus, "*Who* is here?" This is equivalent to "*What person* is here?" "*Whom* did they see?"

that is, "*What person* did they see?" "*Whose* horse is this?" that is, "*What person's* horse is this?"

REMARKS.—*Which* and *what*, when used in questions, are not pronouns, but limiting adjectives, belonging to nouns, expressed or understood.

Thus, "*Which* book will you have?" "*What* man do you see?" "*Which* will you have?" "*What* do you see?" that is, "*What thing* do you see?"

## EXERCISES.

1. In which of the following sentences is *who* an interrogative pronoun?

Who did this? This is the man who did it. Whom did you see? This is the person whom I saw. I saw the girl who has the book. Who spoke to me? John visited the man who is sick. I know the lady whom you saw. Whose book is this? This is the man whose dog was killed. Whom does she imitate? Whose horse ran up the hill.

2. In which of the following sentences are *which* and *what* limiting adjectives?

What book are you reading? He got what he wished. Which shoe did you lose? What did you find? He found the knife which you lost. Which pen do you prefer? What did you say? I have the pen which you prefer? Which boy climbed the tree? The cat which climbed the tree. What did Jane learn? What person did he meet? Which lady spoke? Which limb fell from the tree? This is the limb which fell from the tree?

3. Form three sentences containing personal pronouns;—three containing compound personal pronouns;—three containing relative pronouns;—three containing interrogative pronouns.

Questions.—When is *who* called an interrogative pronoun? To what is *who* equivalent? What are *which* and *what* when used in questions?

## ADVERBS.

An adverb is a word used to modify or limit the meaning of a verb, an adjective, or another adverb; as, "He acts *cautiously*;" "He is *remarkably* cautious;" "He acts *more* cautiously."

An adverb is an abridged expression for an *adjunct*; thus, *cautiously* means *in a cautious manner*; *remarkably* means *in a remarkable degree*; and *more* means *in a greater degree*. So *here* is equivalent to *in this place*; *then*, to *at that time*, etc.

The following list contains the adverbs that occur in the following exercises, with the equivalent adjuncts:

ADVERBS.	EQUIVALENT ADJUNCTS.
Afterward, . . . .	after that time.
Again, . . . . .	at another time.
Always, . . . . .	at all times.
Backward, . . . .	toward the back.
Better, . . . . .	in a better manner.
Carefully, . . . .	in a careful manner, with care.
Cheerfully, . . . .	in a cheerful manner.
Completely, . . . .	in a complete degree.
Diligently, . . . .	in a diligent manner.
Early, . . . . .	at an early time.
Enough, . . . . .	in a sufficient degree.
Fashionably, . . . .	in a fashionable manner.
First, . . . . .	in the first place, before any thing else.
Formerly, . . . .	in former times.
Gloriously, . . . .	in a glorious manner.
Happily, . . . . .	in a happy manner.
Henceforth, . . . .	from this time.
Here, . . . . .	in this place.
Hitherto, . . . . .	to this time.
How, . . . . .	in what manner, in what degree.
Infinitely, . . . .	in an infinite degree, without limit.

## ADVERBS.

## EQUIVALENT ADJUNCTS.

Justly, . . . . .	in a just manner, with justice.
Kindly, . . . . .	in a kind manner.
Lazily, . . . . .	in a lazy manner.
More, . . . . .	to a greater degree.
Most, . . . . .	in the greatest degree.
Never, . . . . .	at no time.
Nobly, . . . . .	in a noble manner.
Noiselessly, . . . . .	in a noiseless manner, without noise.
Now, . . . . .	at this time.
Often, . . . . .	at many times.
Openly, . . . . .	in an open manner.
Plainly, . . . . .	in a plain manner.
Quietly, . . . . .	in a quiet manner.
Rapidly, . . . . .	in a rapid manner, with rapidity.
Seldom, . . . . .	at few times.
Severely, . . . . .	in a severe manner, with severity.
Softly, . . . . .	in a soft manner.
Somewhere, . . . . .	in some place.
Sweetly, . . . . .	in a sweet manner.
Then, . . . . .	at that time.
There, . . . . .	in that place.
Twice, . . . . .	at two times.
Uncommonly, . . . . .	to an uncommon degree.
Unusually, . . . . .	to an unusual degree.
Usefully, . . . . .	in a useful manner, to advantage.
Very, . . . . .	in a great degree.
Violently, . . . . .	in a violent manner, with violence.
Well, . . . . .	in a proper manner.
When, . . . . .	at what time.
Where, . . . . .	in what place.
Yonder, . . . . .	at that place (within view).
Zealously, . . . . .	in a zealous manner, with zeal.

## EXERCISES.

1. Name the adverbs in the following sentences;—tell for what adjuncts the adverbs stand, and what words they modify:

Edward will remain there. George studies his lesson diligently. He is very studious. Martha behaves well. The cat moves noise-

lessly. The dog barks furiously. It is unusually good. They will go now. He should be more consistent. You should tread more softly. She is most diligent. We are usefully employed. Your book is here. They saw him then. I acted better afterward. Where is Fido? When did he go? Serena acted nobly. John Howard was an uncommonly benevolent man.

I will first speak, and then act. He never did a foolish thing. She is always happy. God is infinitely wise. Henceforth I will carefully avoid the danger. Amelia comes often. George spoke to her kindly and carefully. He climbed the tree twice. She will come again. Edwin rises early. I do not know where he resides. The good boy is seldom idle. The deer runs rapidly. The torrent runs furiously and violently. How was it done?

2. Form sentences containing the following adverbs, and tell what words they modify:

Justly, happily, diligently, quietly, sweetly, wisely, gloriously, fashionably.

Enough, sufficiently, completely, severely, perfectly.

Here, then, zealously, where, somewhere, yonder.

Now, when, formerly, plainly, hitherto, backward, lazily, openly.

3. Put an adverb in each of the following sentences:

She studies. He labors. John writes. Peter came. We are happy. The weather is cold. Will you speak? She is candid. The house was consumed. The bells rang. Did you do it? The book is written. It is printed. Eveline was disappointed. He dashed it against a rock. The hall was lighted. He went to bed.

A few adverbs are compared by adding *er* and *est*; as, *soon, sooner, soonest*; *often, oftener, oftenest*; *fast, faster, fastest*.

The following are irregularly compared: *bad* or *ill, worse, worst*; *far, farther, farthest*; *little, less, least*; *much, more, most*; *well, better, best*.

**Questions.**—What is an adverb? For what is an adverb an abridged expression? How are adverbs compared? Compare *bad*, etc.

## CONJUNCTIONS.

A conjunction is a word which connects words or propositions ; as, "John *and* James are happy, *because* they are good."

Here *and* connects the words "John" and "James," and *because* connects the *propositions* or *clauses* "John and James are happy" and "they are good."

The principal conjunctions are : *and, both, as, because, for, if, since, that, or, either, nor, neither, than, though, yet, but, except, whether, lest, unless, notwithstanding.*

## EXERCISES.

## 1. Tell the conjunctions in the following :

Edgar and Alfred are at home. Julius or Marcus may read. Romeo and Angelo have come. The boy and the girl went away. Henry or Cuthbert wrote the letter. Gold and iron are metals. It was destroyed by fire and water. Apples and peaches are delicious. Sophronia is diligent and amiable. Jane is good and happy. You or I must. He and she are not alike.

He laughs and cries. She wept and was comforted. They danced and sung. Mary is loved and respected. He saw and conquered. I will go and return immediately. You may go or stay. You should go out or stay in. Go and do likewise. Be diligently and usefully employed. He acted cautiously and deliberately. She wishes to see and be seen.

I come, and you go. He is happy, and he is good. He is happy, because he is good. Because he is good, he is happy. He is happy, for he is good. He is happy since he is good. He is happy, if he is good. If he is good, he is happy. He is not happy, though he is rich. Though he is rich, he is not happy. You must labor, if you would succeed. If you would succeed, you must labor. He was rich, but he was not happy. He was not happy, notwithstanding he was rich. He was rich, yet he was not happy. Climb not, lest you fall. He was not rich, nor was he happy.

2. Put a conjunction in the place of each of the following dashes:

John — William are in the country. He can not come to-day, — he is sick. I will treat him well, — he has injured me. Tell me — you will stay. I am sure — he will go. You will be punished — you repent. He is poor, — he is happy. John will be pleased — you come. He is afraid — he will not see the boat. I will not go — mother is unwilling. The sun can not shine, — it is cloudy. You — she may go, — he must stay. George is better — James.

3. Form sentences, each containing one or more of the following conjunctions:

And, but, if, though, or, than, lest, whether, that, because, for, neither.

Questions.—What is a conjunction? Name the principal conjunctions.

## INTERJECTIONS.

An interjection is a word used in exclamation, to express some strong or sudden emotion; as, “*O!* what a severe blow!” “*Away, away* with him!” “*Huzza* for liberty!”

The following are some of the principal interjections: *Ah! alas! oh! ha! O! fudge! tush! pshaw! poh! fie! avaunt! holla! aha! huzza! hurrah! welcome! hail! ho! hush! hist! heigho! heyday! bravo! adieu! well! ahoy!*

### EXERCISES.

1. Tell the interjections in the following:

Alas! the faithful dog is killed! Holla! John, what are you doing with my book? Welcome, my friend, to this peaceful home! Hush! do not disturb the baby! Poh! I do not mind such a trifle!



Bravo! bravo! do not be afraid! Ship, ahoy! where are you from? Hurrah! the victory is won. Heyday! what is the matter?

2. Put interjections in the place of each of the following dashes:

He is gone, and — how wretched I am! —, my friends, how miserable must that man be! — deliverer of thy country! He died, — in early youth. — my friends. — my foes. — what nonsense! — we have a holiday!

3. Form sentences, each containing one of the following interjections:

Ah! alas! oh! pshaw! hail! hurrah! bravo!

Questions.—What is an interjection? Name some of the principal interjections?

## VOICES OF VERBS.

Transitive verbs have two forms, called the *active* and *passive voices*.

When the active voice is used, the subject is represented as *acting*; as, "Brutus *killed* Cæsar;" "Jane *sifts* meal;" "He *will cut* the wood."

When the passive voice is used, the subject is represented as *being acted upon*; as, "Cæsar *was killed* by Brutus;" "Meal *is sifted* by Jane;" "The wood *will be cut* by him."

### EXERCISES.

Which of the following verbs are in the active voice?—which in the passive?

Anne cut the thread. George split the wood. The thread was cut. The wood was split. The boy read the book. The book

was read by the boy. Newspapers are read. Good children love their parents. Good children are loved by their parents. The squirrel eats a nut. The squirrel was shot. John writes. The letter is written. Thomas sees us. Thomas is seen by us. We do not see Thomas. The fire consumed the house. The fire was extinguished by water. The horse kicked the cow. The horse was kicked by the cow. The cow kicked the horse. The cow was kicked by the horse. Peter scratched the cat, and he was scratched by the cat. The horse eats the corn. The corn is eaten. Squirrels eat nuts. Nuts are eaten by squirrels.

In the sentence "Brutus killed Cæsar," the subject, *Brutus*, is *active*; in the sentence, "Cæsar was killed by Brutus, the subject, *Cæsar*, is *passive*. The two examples express the same idea.

Any sentence containing a transitive verb in the active form may be so altered as to convey the same sense with the verb in the passive form.

In making the change, that which is the object in the active becomes the subject in the passive; and the subject of the active is put in the objective case after the preposition *by*. Thus, "The dog bit the cat," may be changed into, "The cat was bitten by the dog."

## ACTIVE FORM.

## PASSIVE FORM.

Cows eat grass, . . . . .	Grass is eaten by cows.
The boys broke the glass, . .	The glass was broken by the boys.
Masons will build the wall, .	The wall will be built by masons.
I have seen a lion, . . . . .	A lion has been seen by me.

## EXERCISES.

Change the following sentences so as to convey the same meaning with the verb in the passive form:

John tore the book. My father planted the peach-tree. The frost killed it. The horses will eat the hay. Nero burned Rome. James broke my knife. The men cut the grass. Thomas related a

story. Horace saw Emma. The mowers have cut the grass. The peddler will sell goods. Time cuts down every thing. The smith had made the shoe. I wrote the letter. The dog chased the fox. The elephant struck the tiger.

**Questions.**—How many voices have transitive verbs? Define the active voice;—the passive. How may a sentence containing a transitive verb in the active form be altered? In making the change, what is done with the object of the active? What is done with the subject of the active?

### THE MOODS.

Moods are different *manners* of expressing the action or state.

There are commonly reckoned five moods—the *indicative*, the *subjunctive*, the *potential*, the *imperative*, and the *infinitive*.

The *indicative* mood simply declares a thing; as, “I *run* ;” “John *wrote* a letter ;” “Vice *will be punished*.”

The *subjunctive* mood represents the action or state as doubtful or contingent; as, “He will escape punishment, *if he repent*.”

The subjunctive mood is usually preceded by a conjunction; as, *if, that, unless, though, lest*.

#### EXERCISES.

Which of the following verbs are in the indicative and which in the subjunctive mood?

Peter jumped. George saw a lion. I will go home. William poured out the sand. If you stay, I will go. This ink is good. If the ink is good, I will use it. Go home. Boys will play. Time flies. Rollo went home. Lucy saw the duck. He will have written the letter before dinner. If you will write a letter, I will take it.

If you are good, you will be happy. If the ball is lost, we will not play. We can read the book, though it is torn. I will not lend you my knife. You will not learn, unless you study. The horse escaped. Fido barked furiously. Though Fido barked, the cat remained in the chair. The fish did not bite, though they were hungry. We will not shoot unless we have powder. Orlando took my pen, though I wanted it myself. He will bring the nuts home. He cut his finger. Be careful, lest you cut your finger.

The *potential* mood asserts the power, liberty, possibility, necessity, or duty of performing an action, or being in a state; as, "*I can run*;" "*You may rest*;" "*John may learn, perhaps*;" "*He must study*."

The potential mood may be known by the signs *may, can, must, might, could, would, should*.

Both the indicative and the potential may be used in asking questions; as, "*Have you a knife*?" "*May he go*?"

#### EXERCISES.

Which of the following verbs are in the potential mood?

I would write, if you would mend my pen. I should like to play. May we go home? You should study more diligently. The dog looks at me. Did John shoot the squirrel? Has he cut his finger? Can you help me to make a fire? Did the horse drink some water? The horse wished to eat the corn. My sister gave me an apple. The clock should have been wound up. May I have an apple? You must not give up. You must not pull my hair. Mary can run fast. Jane can knit gloves. Thomas caught an opossum. I would have read it, if you had been willing to listen. Can William read? Did William read? Little boy, please to walk out of the garden. The birds sing beautifully.

Can that bird sing? Must I sing? Ellen will sing. A bird that can sing, and will not sing, should be made to sing. Sing,

bird. Must Peter tear his coat? Run, boys. Can the cow jump over the gate? Did the cow jump over the gate? Cow, jump over the gate. Has the baby learned to talk? Baby, talk to us. She is anxious to learn. The sheep was sheared. Could the sheep swim? The sheep could have swum, if it had wished. Pull the trigger, if you wish to shoot. Could you make a coat, if you had some green cloth? Do you know how to spell? I hope to see you to-morrow. The clock has struck nine. Do you wish the cock to crow?

The *imperative* mood is used in commanding, exhorting, entreating, or permitting; as, "*Study* your lesson;" "*Obey* your parents;" "*Save* my child;" "*Go* in peace."

## EXERCISES.

Which of the verbs in the last exercises are in the imperative mood?

The *infinitive* mood expresses the action or state without limiting it to any person or thing as its subject; as, "*To play* is pleasant."

*To*, the sign of the infinitive, is sometimes omitted; as, "Let him *go*;" that is, *to go*.

## EXERCISES.

Which of the verbs in the last exercises are in the infinitive mood?

NOTE TO TEACHERS.—For remarks on the moods, see the author's "Practical Grammar." Those who choose to adopt the suggestions made in that work may let the pupil omit the definitions of the subjunctive and the potential moods. The forms usually assigned to the subjunctive will then be included in the indicative, or

in the indicative and infinitive; the “auxiliaries” of the potential are in the indicative, and the “principal verbs” in the infinitive, with the sign *to* omitted.

Thus, “He shall escape punishment, if he repent.” Here *shall* is to be supplied before “repent,” and the verb is in the future indicative.

#### EXERCISES.

In what mood is each of the following verbs?

Thomas runs fast. Thomas, run fast. Thomas is able to run fast. Thomas can run fast. He will overtake William, if he run fast. Go home. I wish to see you. Come soon. You must write. He can read. She could work. The fire burns. Does the fire burn? Can the fire burn? The fire could burn. The fire could have burned. The fire should burn, if it intends to keep us warm. The rabbit was caught. Was the rabbit caught? Can the rabbit be caught? The rabbit could be caught. The rabbit should have been caught. Rabbit, be caught. Rabbit, do you wish to be caught? I have caught you. Fly away, little bird. Should you like to fly away? Stay with me, if you choose. Winter has come. Will spring come? Who whistled? If you can whistle, whistle.

**Questions.**—What are moods? How many moods? Define the indicative;—the subjunctive. By what is the subjunctive usually preceded? Define the potential. How may the potential mood be known? What moods may be used in asking questions? Define the imperative mood;—the infinitive. Is the sign *to* always expressed?

#### THE TENSES.

There are three divisions of time—*present, past, and future.*

#### EXERCISES.

What division of time is referred to in each of the following sentences?

He rode yesterday. John is now eating. The girl will walk to-morrow. John loves James. The water is cold. He despises

deceit. The river overflowed its banks last spring. I will go home. Julius Cæsar lived a long while ago. He came from Madison last week. The summer has now come. Two boats started yesterday, and one will start to-morrow. Great things have been done in this century. The corn grows rapidly, and the harvest will soon come. I had written a letter before dinner. He will have finished the work before evening.

In each division of time there are two tenses, one of which represents the action or state as *perfect*, that is, completed at the time referred to; the other does not represent the action as completed at the time referred to.

Thus we have six tenses, which are named as follows:

#### PRESENT TIME.

1. *Present Tense*; as, . . . . . "I write."
2. *Present Perfect Tense*; as, . . . . . "I have written."

#### PAST TIME.

3. *Past Tense*; as, . . . . . "I wrote."
4. *Past Perfect Tense*; as, . . . . . "I had written."

#### FUTURE TIME.

5. *Future Tense*; as, . . . . . "I will write."
6. *Future Perfect Tense*; as, . . . . . "I will have written."

These tenses are sometimes called *present*, *perfect*, *imperfect*, *pluperfect*, *first future*, *second future*.

The *present* tense expresses what takes place in present time; as, "I *love*;" "I *am loved*;" "Jane *sees* me."

The *present perfect* tense represents an action or state as perfect or finished at the present time; as, "I *have walked* to-day;" "John *has*

*studied* this week;" "Many good books *have been written* in this country."

This tense may be known by the signs *have*, *has*, and *hast*.

## EXERCISES.

Which of the following verbs are in the present tense, and which in the present perfect tense?

The dog runs. He has caught a mouse. I have told you before, and I tell you now. I have read a very amusing book this evening. The pigeon flies swiftly. Those pigeons have flown a great distance. The ice has melted. The sun has risen. Have you done any good to-day? Bad company has ruined him. How beautifully the snow falls!

The *past* tense expresses what took place in past time; as, "I *wrote* a letter yesterday;" "God *created* the world;" "Cæsar *was killed* by Brutus."

The *past perfect* tense represents an action or state as perfect or finished at some time past referred to; as, "I *had written* a letter when he arrived;" "The ship *had sailed* before he reached Boston."

This tense may be known by the signs *had* and *hadst*.

## EXERCISES.

Which of the following verbs are in the past tense, and which in the past perfect tense?

The horse broke his bridle yesterday. He had broken three before. I saw you last week. You had just come from the



country. Josephine had combed her hair when Eliza saw her. The wagon was broken. After it was mended, I rode in it. After the sun had risen, the ice melted. James had gone. Thomas spoke. I had written.

The *future* tense expresses what will take place hereafter; as, "George *will go* to town, and I *shall see* him."

This tense may be known by the signs *shall, will, shalt, wilt*.

The *future perfect* tense represents an action or state as perfect or finished at some future time; as, "I *shall have dined* at one o'clock."

This tense may be known by the signs *shall have, will have, shalt have, wilt have*.

#### EXERCISES.

In what tense is each of the following verbs?

He loves truth. She hates deception. I saw your brother last evening. He will return to-morrow. John recited his lesson yesterday. I have just recited my lesson. The boys have gone home. George had gone before you came. You will see him to-morrow. All crime shall cease. I read the book which you lent me. I had seen him when you met him. James studies diligently. He will have started before ten o'clock. He will have come. I shall have come. We shall have run. They will have read.

**Questions.**—How many divisions of time? How many tenses in each division of time? What do they represent? How are these tenses named? Define the present tense;—the present perfect. How may this tense be known? Define the past tense;—the past perfect. How may the past perfect tense be known? Define the future tense. How may the future tense be known? Define the future perfect tense. How may this tense be known?

## NUMBER AND PERSON.

The number and person of the verb are the forms appropriated to the different numbers and persons of the subject.

Thus, in the present tense, with the first person singular, we use *love*; with the second, *lovest*; and with the third, *loves*; as, "I love, thou lovest, he loves."

In these cases, *love* is said to be of the first person singular, *lovest* of the second person singular, and *loves* of the third person singular.

In the plural all the forms are alike; as, *we love, you love, they love*.

### EXERCISES.

Tell the number and person of each of the verbs in the preceding exercises.

**Question.**—What are the number and person of the verb.

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## PARTICIPLES.

A *participle* is a word which expresses an action or state like a verb, and belongs to a noun like an adjective; as, "I see a man *cutting* wood."

Here *cutting* denotes an action, is in the active voice, and has an object like a transitive verb; and it belongs to the noun *man*, like an adjective.

The *imperfect* participle implies the *continuance* of the action or state; as, "John is *cutting* wood."

The *perfect* participle implies the *completion* of the action or state; as, "*Having cut* the wood, he made a fire."

In the former example, the action is represented as imperfect or continuing; in the latter, it is represented as perfect or completed.

NOTE.—The imperfect participle is sometimes called the *present* participle.

The imperfect participle of the active voice always ends in *ing*. The perfect participle may be known by the sign *having*.

#### EXERCISES.

Which of the following participles are imperfect participles, and which perfect?

John is writing a letter. Having mended my pen, I will write. Spring is coming. The moon is shining. The horse, having eaten the corn, is now eating hay. The cat was mewing. The rat was running. I shall be running while you are walking. Having torn my coat, I must stay at home. Having perused that book, I must get another. Having crossed the river, he is now walking on the other side. The boat having stopped, is now blowing off steam.

Transitive verbs have, in the passive voice, besides the imperfect and perfect participles, a third, which is called the *passive* participle.

The imperfect participle of the passive voice of *to write* is *being written*; the perfect, *having been written*; and the passive participle, *written*.

NOTE.—The passive participle added to the various parts of the verb *to be* forms the passive voice.

The *auxiliary perfect* participle is a participle employed to aid in forming the perfect tenses of the active voice.

It is always joined with *have, hast, has, had, hadst, shall have, will have, shalt have, or wilt have.*

The auxiliary perfect participle and the passive participle are alike in form.

The imperfect participle of the passive voice may be known by the sign *being*; the perfect by the sign *having been*. In regular verbs, the passive and auxiliary perfect participles end in *ed*.

#### EXERCISES.

1. Which of the following participles are imperfect and which are perfect participles of the passive voice? Which are passive participles, and which are auxiliary perfect participles?

I have written a letter. The letter is written. Jane is loved. Martha is admired. That knife having been lost, I must get another. The cat has chased a rat. The rat was chased. He will have mended my pen. Martha being admired, Sophronia is satisfied. My parents being pleased, I am happy. Being reviled, he reviled not again. I had completed my writing before yours was commenced. I have seen him. Having been defeated, he withdrew. The dog having caught a raccoon, we have returned.

2. Tell which of the following words are participles, and to what nouns or pronouns they belong:

We left Jane studying her lesson. I saw Sarah teaching the children. Thomas is dining. Samuel is eating an apple. The general died, lamented by all. John, having recited his lesson, went home. The sun having set, darkness appears. Virtue being

lost, all is lost. She is an angel, enchanting all by her presence. Having seen him once, I am satisfied. Her book being torn, she can not study. Having been requested to remain, he took his seat.

**Questions.**—What is a participle? How many participles has every verb? Define the imperfect participle;—the perfect. How does the imperfect participle of the active voice end? How may the perfect participle be known? What other participle have transitive verbs? What is the auxiliary perfect participle? With what is it always joined? What two participles are alike in form? How may the imperfect participle of the passive voice be known?—the perfect? How do the passive and auxiliary perfect participles end in regular verbs?

## CONJUGATION OF VERBS.

The *conjugation* of a verb is the regular arrangement of its parts according to the voices, moods, tenses, numbers, and persons.

A verb is *regular* when the past tense and the auxiliary perfect participle are formed by adding *ed* to the imperfect infinitive; as,

IMPERFECT INFINITIVE.	PAST.	AUXILIARY PERFECT PARTICIPLE.
To trust, . . . .	I trusted, . . . .	trusted.
To hope, . . . .	I hoped, . . . .	hoped.
To drop, . . . .	I dropped, . . . .	dropped.
To carry, . . . .	I carried, . . . .	carried.

A verb is *irregular* when the past tense or auxiliary perfect participle is not formed by the addition of *ed* to the imperfect infinitive; as,

IMPERFECT INFINITIVE.	PAST.	AUXILIARY PERFECT PARTICIPLE.
To write, . . . .	I wrote, . . . .	written.
To do, . . . .	I did, . . . .	done.
To hear, . . . .	I heard, . . . .	heard.
To say, . . . .	I said, . . . .	said.

An *auxiliary* verb is one that is used in conjugating other verbs.

The principal parts are the *imperfect infinitive*, the *past indicative*, and the *auxiliary perfect participle*.

When these are known, all the parts of the verb may be formed by using the proper terminations and auxiliaries.

**Questions.**—What is conjugation? When is a verb regular? When is a verb irregular? What is an auxiliary verb? What are the principal parts?

### THE VERB "TO BE."

The irregular intransitive verb *to be* is conjugated as follows :

#### INDICATIVE MOOD.

SINGULAR.	PRESENT TENSE.	PLURAL.
1st Person, I am,		1st Person, We are,
2d Person, Thou art,		2d Person, Ye or you are
3d Person, He is ;		3d Person, They are.

#### PRESENT PERFECT TENSE.

1. I have been,	1. We have been,
2. Thou hast been,	2. Ye or you have been,
3. He has been ;	3. They have been.

#### PAST TENSE.

1. I was,	1. We were,
2. Thou wast,	2. Ye or you were,
3. He was ;	3. They were.

#### PAST PERFECT TENSE.

1. I had been,	1. We had been,
2. Thou hadst been,	2. Ye or you had been,
3. He had been ;	3. They had been.

SINGULAR.	FUTURE TENSE.	PLURAL.
1. I shall <i>or</i> will be,	1. We shall <i>or</i> will be,	
2. Thou shalt <i>or</i> wilt be,	2. Ye <i>or</i> you shall <i>or</i> will be,	
3. He shall <i>or</i> will be;	3. They shall <i>or</i> will be.	

## FUTURE PERFECT TENSE.

1. I shall have been,	1. We shall have been,
2. Thou wilt have been,	2. Ye <i>or</i> you will have been,
3. He will have been;	3. They will have been.

## POTENTIAL MOOD.

SINGULAR.	PRESENT TENSE.	PLURAL.
1. I may <i>or</i> can be,	1. We may <i>or</i> can be,	
2. Thou mayst <i>or</i> canst be,	2. Ye <i>or</i> you may <i>or</i> can be,	
3. He may <i>or</i> can be;	3. They may <i>or</i> can be.	

## PRESENT PERFECT TENSE.

1. I may <i>or</i> can have been,	1. We may <i>or</i> can have been,
2. Thou mayst <i>or</i> canst have been,	2. Ye <i>or</i> you may <i>or</i> can have been,
3. He may <i>or</i> can have been;	3. They may <i>or</i> can have been.

## PAST TENSE.

1. I might, could, would, <i>or</i> should be,	1. We might, could, would, <i>or</i> should be,
2. Thou mightst, couldst, wouldst, <i>or</i> shouldst be,	2. Ye <i>or</i> you might, could, would, <i>or</i> should be,
3. He might, could, would, <i>or</i> should be;	3. They might, could, would, <i>or</i> should be.

## PAST PERFECT TENSE.

1. I might, could, would, <i>or</i> should have been,	1. We might, could, would, <i>or</i> should have been,
2. Thou mightst, couldst, wouldst, <i>or</i> shouldst have been,	2. Ye <i>or</i> you might, could, would, <i>or</i> should have been,
3. He might, could, would, <i>or</i> should have been;	3. They might, could, would, <i>or</i> should have been,

## SUBJUNCTIVE MOOD.

This mood is the same as the indicative, except that it is preceded by a conjunction implying *contingency*, etc.; as, *if, though, unless, whether, except*. Thus, *if I am, if I had been, if I were*.

SINGULAR.	PRESENT TENSE.	PLURAL.
1. If I am,	1. If we are,	
2. If thou art,	2. If ye <i>or</i> you are,	
3. If he is;	3. If they are.	

## PRESENT PERFECT TENSE.

1. If I have been,	1. If we have been,
2. If thou hast been,	2. If ye <i>or</i> you have been,
3. If he has been;	3. If they have been.

## PAST TENSE.

1. If I was,	1. If we were,
2. If thou wast,	2. If ye <i>or</i> you were,
3. If he was;	3. If they were.

The verb *to be*, besides the common form of the past tense, has another, which is called the *hypothetical* form. This form occurs, of course, in the passive voice, in which the verb *to be* is an auxiliary. It differs from the common form in the singular number only.

## PAST TENSE.

## HYPOTHETICAL FORM.

SINGULAR.	PLURAL.
1. If I were,	1. If we were,
2. If thou wert,	2. If ye <i>or</i> you were,
3. If he were;	3. If they were.

(The pupil may go through the remaining tenses by prefixing *IF* to the corresponding tenses of the indicative.)



## IMPERATIVE MOOD.

SINGULAR.

PRESENT TENSE.

PLURAL.

2. Be thou, *or* do thou be;      2. Be ye *or* you, *or* do ye *or* you be.

## INFINITIVE MOOD.

*Imperfect*, To be;      *Perfect*, To have been.

## PARTICIPLES.

*Imperfect*, Being;      *Auxiliary*, Been;      *Perfect*, Having been.

## THE VERB "TO LOVE."

The regular transitive verb *to love*, in both the active and passive voices, is conjugated as follows:

## INDICATIVE MOOD.

ACTIVE VOICE.

PASSIVE VOICE.

SINGULAR.

PRESENT TENSE.

SINGULAR.

- 1st Person, I love,  
2d Person, Thou lovest,  
3d Person, He loves;

- 1st Person, I am loved,  
2d Person, Thou art loved,  
3d Person, He is loved;

PLURAL.

PLURAL.

1. We love,  
2. Ye *or* you love,  
3. They love.

1. We are loved,  
2. Ye *or* you are loved,  
3. They are loved.

## PRESENT PERFECT TENSE.

SINGULAR.

SINGULAR.

1. I have loved,  
2. Thou hast loved,  
3. He has loved;

1. I have been loved,  
2. Thou hast been loved,  
3. He has been loved;

PLURAL.

PLURAL.

1. We have loved,  
2. Ye *or* you have loved,  
3. They have loved.

1. We have been loved,  
2. Ye *or* you have been loved,  
3. They have been loved.

## ACTIVE VOICE.

## SINGULAR.

1. I loved,
2. Thou lovedst,
3. He loved;

## PLURAL.

1. We loved,
2. Ye *or* you loved,
3. They loved.

## PAST TENSE.

## PASSIVE VOICE.

## SINGULAR.

1. I was loved,
2. Thou wast loved,
3. He was loved.

## PLURAL.

1. We were loved,
2. Ye *or* you were loved,
3. They were loved.

## PAST PERFECT TENSE.

## SINGULAR.

1. I had loved,
2. Thou hadst loved,
3. He had loved;

## PLURAL.

1. We had loved,
2. Ye *or* you had loved,
3. They had loved.

## SINGULAR.

1. I had been loved,
2. Thou hadst been loved,
3. He had been loved;

## PLURAL.

1. We had been loved,
2. Ye *or* you had been loved,
3. They had been loved.

## FUTURE TENSE.

## SINGULAR.

1. I shall *or* will love,
2. Thou shalt *or* wilt love,
3. He shall *or* will love;

## PLURAL.

1. We shall *or* will love,
2. Ye *or* you shall *or* will love,
3. They shall *or* will love.

## SINGULAR.

1. I shall *or* will be loved,
2. Thou shalt *or* wilt be loved,
3. He shall *or* will be loved;

## PLURAL.

1. We shall *or* will be loved,
2. Ye *or* you shall *or* will be loved,
3. They shall *or* will be loved.

## FUTURE PERFECT TENSE.

## SINGULAR.

1. I shall have loved,
2. Thou wilt have loved,
3. He will have loved;

## PLURAL.

1. We shall have loved,
2. Ye *or* you will have loved,
3. They will have loved.

## SINGULAR.

1. I shall have been loved,
2. Thou wilt have been loved,
3. He will have been loved;

## PLURAL.

1. We shall have been loved,
2. Ye *or* you will have been loved,
3. They will have been loved.

## POTENTIAL MOOD.

## ACTIVE VOICE.

## PRESENT TENSE.

## SINGULAR.

1. I may *or* can love,
2. Thou mayst *or* canst love,
3. He may *or* can love;

## PLURAL.

1. We may *or* can love,
2. Ye *or* you may *or* can love,
3. They may *or* can love.

## PASSIVE VOICE.

## SINGULAR.

1. I may *or* can be loved,
2. Thou mayst *or* canst be loved,
3. He may *or* can be loved;

## PLURAL.

1. We may *or* can be loved,
2. Ye *or* you may *or* can be loved,
3. They may *or* can be loved.

## PRESENT PERFECT TENSE.

## SINGULAR.

1. I may *or* can have loved,
2. Thou mayst *or* canst have loved,
3. He may *or* can have loved;

## PLURAL.

1. We may *or* can have loved,
2. Ye *or* you may *or* can have loved,
3. They may *or* can have loved.

## SINGULAR.

1. I may *or* can have been loved,
2. Thou mayst *or* canst have been loved,
3. He may *or* can have been loved;

## PLURAL.

1. We may *or* can have been loved,
2. Ye *or* you may *or* can have been loved,
3. They may *or* can have been loved.

## PAST TENSE.

## SINGULAR.

1. I might, could, would, *or* should love,
2. Thou mightst, couldst, wouldst, *or* shouldst love,
3. He might, could, would, *or* should love;

## PLURAL.

1. We might, could, would, *or* should love,
2. Ye *or* you might, could, would, *or* should love,
3. They might, could, would, *or* should love.

## SINGULAR.

1. I might, could, would, *or* should be loved,
2. Thou mightst, couldst, wouldst, *or* shouldst be loved,
3. He might, could, would, *or* should be loved;

## PLURAL.

1. We might, could, would, *or* should be loved,
2. Ye *or* you might, could, would, *or* should be loved,
3. They might, could, would, *or* should be loved.

## ACTIVE VOICE.

## PAST PERFECT TENSE.

## PASSIVE VOICE.

## SINGULAR.

1. I might, could would, *or*  
should have loved,
2. Thou mightst, couldst, wouldst,  
*or* shouldst have loved,
3. He might, could, would, *or*  
should have loved;

## SINGULAR.

1. I might, could, would, *or*  
should have been loved,
2. Thou mightst, couldst, wouldst,  
*or* shouldst have been loved,
3. He might, could, would, *or*  
should have been loved;

## PLURAL.

1. We might, could, would, *or*  
should have loved,
2. Ye *or* you might, could,  
would, *or* should have loved,
3. They might, could, would,  
*or* should have loved.

## PLURAL.

1. We might, could, would, *or*  
should have been loved,
2. Ye *or* you might, could, would,  
*or* should have been loved,
3. They might, could, would, *or*  
should have been loved.

## SUBJUNCTIVE MOOD.

The auxiliary is often omitted in the *future* tense; as,  
*if I love, if thou love, if he love*; that is, *if I shall love*, etc.

## PRESENT TENSE.

## SINGULAR.

1. If I love,
2. If thou lovest,
3. If he loves;

## SINGULAR.

1. If I am loved,
2. If thou art loved,
3. If he is loved;

## PLURAL.

1. If we love,
2. If ye *or* you love,
3. If they love.

## PLURAL.

1. If we are loved,
2. If ye *or* you are loved,
3. If they are loved.

## PRESENT PERFECT TENSE.

## SINGULAR.

1. If I have loved,
2. If thou hast loved,
3. If he has loved;

## SINGULAR.

1. If I have been loved,
2. If thou hast been loved,
3. If he has been loved;

## PLURAL.

1. If we have loved,
2. If ye *or* you have loved,
3. If they have loved.

## PLURAL.

1. If we have been loved,
2. If ye *or* you have been loved,
3. If they have been loved.

ACTIVE VOICE.

PAST TENSE.

PASSIVE VOICE.

SINGULAR.

1. If I loved,
2. If thou lovedst,
3. If he loved;

SINGULAR.

1. If I was loved,
2. If thou wast loved,
3. If he was loved;

PLURAL.

1. If we loved,
2. If ye *or* you loved,
3. If they loved.

PLURAL.

1. If we were loved,
2. If ye *or* you were loved,
3. If they were loved.

PAST TENSE.

HYPOTHETICAL FORM.

SINGULAR.

1. If I loved,
2. If thou lovedst,
3. If he loved;

SINGULAR.

1. If I were loved,
2. If thou wert loved,
3. If he were loved;

PLURAL.

1. If we loved,
2. If ye *or* you loved,
3. If they loved.

PLURAL.

1. If we were loved,
2. If ye *or* you were loved,
3. If they were loved.

(The pupil may go through the remaining tenses by prefixing *IF* to the corresponding tenses of the indicative.)

IMPERATIVE MOOD.

PRESENT TENSE.

SINGULAR.

2. Love thou, *or* do thou love;

SINGULAR.

2. Be thou loved, *or* do thou be loved;

PLURAL.

2. Love ye *or* you, *or* do ye *or* you love.

PLURAL.

2. Be ye *or* you loved, *or* do ye *or* you be loved.

INFINITIVE MOOD.

*Imperfect*, To love;

*Imperfect*, To be loved;

*Perfect*, To have loved.

*Perfect*, To have been loved.

## PARTICIPLES.

## ACTIVE VOICE.

*Imperfect*, Loving ;*Auxiliary*, Loved ;*Perfect*, Having loved.

## PASSIVE VOICE.

*Imperfect*, Being loved ;*Auxiliary*, Loved ;*Perfect*, Having been loved.

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 RULES OF SYNTAX.

Adjectives and participles belong to nouns or pronouns ; as, *bad* men ; *this* pen ; *a* hat ; birds *singing* ; I met him *running*.

In these examples, the adjective *bad* belongs to the noun *men* ; the adjective *this*, to the noun *pen* ; the adjective (or article) *a*, to the noun *hat* ; the participle *singing*, to the noun *birds* ; the participle *running*, to the pronoun *him*.

The subject of a finite verb is put in the nominative case ; as, "*John* met James ;" "*She* saw him ;" "*He* saw her ;" "*I* am happy."

In these examples, *John* is the subject of the verb *met* ; *she* is the subject of the verb *saw* ; *he* is the subject of *saw* ; *I* is the subject of the verb *am* ; consequently they are all put in the nominative case.

A verb must agree with its subject in number and person ; as, I *write*, thou *writest*, he *writes*, we *write*.

In the first example, the verb *write* agrees with its subject, *I*, and is consequently of the first person and

singular number; for a similar reason, *writest* is of the second person singular; *writes*, of the third person; *write*, of the first person plural.

The object of a transitive verb is put in the objective case; as, "The spider caught the *fly*;" "Thomas saw the *rabbit*;" "The rabbit saw *him*;" "She knew *me*."

In these examples, *fly* is the object of the transitive verb *caught*; *rabbit*, of the transitive verb *saw*; *him*, of *saw*; *me*, of *knew*; and are all consequently put in the objective case.

The object of a preposition is put in the objective case; as, "You spoke about *me*;" "George came from *Nashville*;" "This book will be useful to *her*."

In these examples, *me* is the object of the preposition *about*; *Nashville*, of *from*; *her*, of *to*; and they are therefore put in the objective case:

A preposition shows the relation between a noun or pronoun and some other word; as, "Andrew spoke about *Alfred*;" "Be true to your *trust*;" "This is the *way* of *peace*."

In the first example, the preposition *about* shows the relation between the noun *Alfred* and the verb *spoke*; in the second, *to* between the noun *trust* and the adjective *true*; in the third, *of* between the nouns *peace* and *way*.

## PARSING.

To parse a word is to tell its properties and its relation to other words.

## TABLE FOR PARSING A NOUN.

1. What part of speech—and why?
2. Common or proper—and why?
3. Number—and why?
4. Gender—and why?
5. Person—and why?
6. Case—and why?
7. Rule.

## TABLE FOR PARSING AN ADJECTIVE OR PARTICIPLE.

1. What part of speech—and why?
2. *If it is a qualifying adjective*, Degree—and why?
3. Compare it.
4. To what noun does it belong?
5. Rule.

## TABLE FOR PARSING A VERB.

1. What part of speech—and why?
2. Regular or irregular—and why?
3. Principal parts?
4. Transitive or intransitive—and why?
5. *If transitive*, Active or passive—and why?
6. Mood—and why?
7. Tense—and why?
8. Inflect the tense.
9. Number and person—and why?
10. Rule.



## TABLE FOR PARSING A PREPOSITION.

1. What part of speech—and why?
2. Between what words does it show the relation?
3. Rule.

## MODEL.

“John fed the little chickens.”

**John** is . . . a *noun*—the name of an object;  
*proper noun*—the name of an individual  
 object;  
 in the *singular number*—it denotes but one  
 object;  
 of the *masculine gender*—it denotes a male;  
 of the *third person*—the name of an object  
 spoken of;  
 in the *nominative case*—the subject of the  
 verb *fed*.

**RULE.**—The subject of a finite verb is put in the  
 nominative case.

**Fed** is . . . . a *verb*—a word by which something is  
 affirmed;  
*irregular*—it does not form its past tense  
 and auxiliary perfect participle by  
 adding *ed* to the imperfect infinitive.  
*present tense*, feed; *past tense*, fed; *par-*  
*ticiple*, fed.  
*transitive*—it requires an object to com-  
 plete the sense;  
*active voice*—the subject is represented as  
 acting;  
*indicative mood*—it simply declares a thing;

**Fed** is . . . . *past tense*—it expresses what took place in past time ;

*singular*: I fed, thou feddest, he fed ;

*plural*: we fed, you fed, they fed ;

*third person and singular number*—because the subject (*John*) is, with which it agrees.

**RULE.**—A verb agrees with its subject in number and person.

**The** is . . . . a *limiting adjective*—it limits the meaning of a noun ;

it belongs to the noun *chickens*.

**RULE.**—Adjectives and participles belong to nouns or pronouns.

**Little** is . . . a *qualifying adjective*—it expresses a quality belonging to an object ;

in the *positive degree*—it simply expresses the quality: *positive*, little ; *comparative*, less ; *superlative*, least ;

it belongs to the noun *chickens*.

**RULE.**—Adjectives and participles belong to nouns or pronouns.

**Chickens** is a *noun*—the name of an object ;

*common noun*—a name applied to all objects of the same class.

*plural number*—it denotes more than one object ;

*common gender*—it denotes living beings without reference to sex ;

*third person*—spoken of ;

*objective case*—the object of the transitive verb *fed*.

**RULE.**—The object of a transitive verb is put in the objective case.

## EXERCISES.

John fed the little chickens. Thomas struck the large dog. James loves good books. Mary wrote a long letter. Julia saw strange sights. Josephine will go to Lexington.

## MODEL FOR PARSING A PREPOSITION.

**To** is a *preposition*—it shows the relation between a noun and another word. It shows the relation between the noun *Lexington* and the verb *will go*.

**RULE.**—A preposition shows the relation between a noun or pronoun and some other word.

## EXERCISES.

That large bird flew over the house. This house was erected by Andrew Curtis. These books will be useful to those young men. Dogs bark. Horses run. John went to school.

Joseph will go to Memphis. Will Joseph go to Memphis? Jane has read the letter. Has Jane read the letter? Has William dined? Will that house fall? Will that boat go over the falls? Has the dog caught the squirrel?

The dog will lead the blind man. Many persons have wasted time. The breeze is refreshing to the weary laborer. The man is indulgent to children. The day is warm.

The bird was frightened by the noise. The tree was shaken by the wind. Some boys have been hated by other boys. The eagle has been seen. The wood has been burned in the stove. That old house will be destroyed. Has the chair been painted?

Walter loves raisins. Time conquers all things. The shutters have been closed. This paper is good. That new pen is bad. Such music is delightful. The caterpillars have eaten the leaves. The umbrella was useful to the little girl. Men fight for glory. Blood ran in streams. A tree grew by the shady fountain. The work was

admired by many persons. The bottle was ground to powder. Many chairs were thrown into the river. Every man avoided that house.

That bottle contains ink. The tower fell upon the soldiers. The harrow crushed the eggs. Henry will find the cow. The cries of the victims ascended to heaven. The weeds have spoiled the garden. The wheat has been spoiled by rains.

Sarah has written four pages. Ten ducks came to the pond. Six snakes were killed on the same spot. Sophia was deceived by the mischievous boy. The mischievous boy deceived Sophia. Alfred has two charming books.

Eliza lives in that neat cottage. Three merchants will travel in that coach. These dogs are confined by chains. The merciful man is merciful to beasts. The stars have faded from the sky. Those clouds will bring rain. The rose has fallen to the ground.

Samuel stripped the leaves from the bough. The sun sets at night. The stars shun the day. David sinned. The sin was forgiven. A good girl is kind to all [persons]. Some [persons] delight in tales. All break the commands of God. Some laugh at sin.

Fifty men were employed in that house. That musician played a beautiful tune. Some person has broken the glass. The curtain has been stained. Martha has clean clothes. Ellen rose at an early hour. Two apples are sufficient for one boy.

The lady will take a walk. The ground will be covered with snow. The snow will disappear before night. The mud will be deep. Rollo lost a shoe. The tree supports the vine. The hour has passed. That black horse is swift. Will the mule win the race?

The old fox ate a hen. The kid jumped over the rock. George was diligent in study. The lambs were happy in the fields. Four men gathered apples in the orchard. The rat was caught in a trap. The trap was made of wire. The sun rises in the east.

The moon gives light in the night. Stars shine in the clear sky. A few logs of wood were burned. The weather was cold. All the rivers were frozen.

This dictionary contains many words. Some leaves are wanting. Little Mary tore that book. William broke the cover. A large elephant with long tusks will be exhibited in that tent.

## COMMON ERRORS IN SPEECH.

## I.

**Take up** . . for *begin*, or *open*; as, "School *takes up* at nine o'clock."

CORRECTION: "School *begins* at nine o'clock."

**Let out** . . . for *end*, *close*, *be dismissed*; as, "School *lets out* at five o'clock."

CORRECTION: "School *is dismissed* at five o'clock."

**Where at** . for *where*; as, "*Where* is John *at*?"

CORRECTION: "*Where* is John?"

**To** . . . . . for *at*; as, "John *is to* home."

CORRECTION: "John *is at* home."

**Great big** . for *very large*; as, "A *great big* apple."

CORRECTION: "A *very large* apple."

**Ain't** . . . . . for *am not*, *is not*, or *are not*; as, "The dog *ain't* fierce."

CORRECTION: "The dog *is not* fierce."

## EXERCISES.

Correct the following sentences, and tell in what the error consists:

## MODEL.

"The clock *ain't* right."

This sentence is wrong. The error consists in the use of *ain't* instead of *is not*. It should be, "The clock *is not* right."

Where will you be at? I will be to home. The meeting will let out very soon. But I ain't a-going to wait. Jane did not

come till long after school took up. A great big boy knocked off my cap. Where did he do it at?

He sleeps to his uncle's store. The Church took up before ten o'clock. I saw two great big dogs worrying a red cow. Are your sisters to home? No, they ain't. Then where are they at? They are to school. They will not return till it lets out. It ain't six o'clock yet.

A great big piece of bread was given to the beggar. The beggar told us where his children live at. It ain't far from here.

## II.

Done . . . . . used with an imperfect participle; as, "I have *done* torn my book."

CORRECTION: "I have torn my book."

Use up . . . . . for *wear out*, *exhaust*, or *destroy*; as, "Intemperance will *use up* the strongest man."

CORRECTION: "Intemperance will *destroy* the strongest man."

Raise or raised for *rise* or *risen*; as, "The river has *raised* six feet."

CORRECTION: "The river has *risen* six feet."

Shet . . . . . for *rid*; as, "A fool soon gets *shet* of his money."

CORRECTION: "A fool soon gets *rid* of his money."

Some . . . . . for *somewhat*; as, "The sick man is *some* better."

CORRECTION: "The sick man is *somewhat* better."

Nothing much . for *not much*; as, "The traveler did n't eat *nothing much*."

CORRECTION: "The traveler did *not* eat *much*."

In connection with this expression, two negatives are generally used, as above, making two errors in one sentence.

## EXERCISES.

Correct the following examples, and tell in what the error consists :

The dog has done killed the cat. At six o'clock, the creek had raised three inches. That is n't nothing much. When you are older, I hope you will be some wiser. You must try to get shet of all your bad habits.

That long ride has completely used up the old horse. His rider is also pretty well used up. How much of your lesson have you done learned? Oh, nothing much. John is some taller than Ann. It will take the merchant a long while to get shet of his old goods.

I and my little brother went to the show, but there was n't nothing much to see. How much has the Ohio raised since yesterday? I do not know exactly, but it is some higher. The cook has done roasted the turkey.

After their long labors, the soldiers were thoroughly used up. Such continued labors would use up the strongest constitutions. How much corn have the horses done eaten? My two brothers have done come. The price of tobacco and hemp will raise. It is raising every day. It has already raised.

## III.

No wheres *and* every wheres for *nowhere* and *every-where*; as,  
"The boy was *no wheres* to be found."

CORRECTION: "The boy was *nowhere* to be found."

Any . . . . . for *at all*; as, "He can not see *any* with one eye."

CORRECTION: "He can not see *at all* with one eye."

Heap of . . . for *much*, *very much*; as, "I think a *heap* of him."

CORRECTION: "I think *much* of him."

Mighty . . . . for *very*; as "The king was *mighty* proud."

CORRECTION: "The king was *very* proud."

Mad . . . . . for *angry*, or *vexed*; as, "Do not get *mad*."

CORRECTION: "Do not get *angry*."

Ouch . . . . . for the interjection *Oh*; as, "*Ouch!* you hurt me."

CORRECTION: "*Oh!* you hurt me."

## EXERCISES.

Correct the following sentences, and tell in what the error consists :

There was a heap of noise in the night. But I did not wake, for I was mighty sleepy. The teacher was very mad with his boys. I do not wonder, for they give him a heap of trouble. He drank a heap of water.

Ouch! see that big snake. My eye is so weak that I can not see any with it. I had a heap of trouble to find my slate. I looked every wheres for it. Some boys get mad for very slight causes. We should be mighty careful not to lose our tempers.

My brother's toothache is mighty bad. He can not sleep any at night. Ouch! how it makes him cry. The doctor said it would be a heap better to have the tooth drawn. But my brother gets mad whenever the doctor proposes it. I think he has a heap of teeth that ought to be drawn.

The missing cow is no wheres to be found. She was a mighty good cow. She gave a heap of milk. I am very mad that she has been stolen. I do not think the thief will be any happier for his crime. No wheres on earth is there rest for the wicked.

Ouch! there is a horse in the corn-field. How mad the farmer will be when he sees it. The horse has done a heap of damage. He runs mighty fast. Have you seen the farmer any wheres? He is mighty mad with the dog.

## IV.

**Disremember** for *not remember*, *forget*; as, "I *disremember* his name."

CORRECTION: "I *forget* his name."

**Unbeknown** . for *unknown*; as, "He is *unbeknown* to me."

CORRECTION: "He is *unknown* to me."

**That 'air . . . .** for *that*; as, "*That 'air* red cow belongs to my neighbor Smith."

CORRECTION: "*That* red cow belongs to my neighbor Smith."



**This 'ere** . . . . for *this*; as, "*This 'ere* knife is mine."

CORRECTION: "*This* knife is mine."

**Hern, hisn, ourn, yourn, theirn**, for *hers, his, ours, yours, theirs*;  
as, "This brush is not *ourn*, but *hisn*."

CORRECTION: "This brush is not *ours*, but *his*."

**Like** . . . . . for *as*, or *as if*; as, "Do *like* I do."

CORRECTION: "Do *as* I do." It would also be correct to say, "Do like me."

#### EXERCISES.

Correct the following sentences, and explain in what the error consists:

Some people disremember their own names. The ship set sail unbeknown to the owner. Children often act like their parents do. Whose is this 'ere top? John says it is hisn, but I think not. The owner is unbeknown to us all. If it is yourn, you must take better care of it.

The tree looks like it would not live long. That 'air old house is where I was born. It used to be ourn, but my father sold it. I disremember the name of the buyer. I feel like I ought to know this lesson. You act like the foolish boy acted when he kicked the stone against which he had struck his foot.

My mother says she hopes no child of hern will ever tell a lie. This 'ere lesson is very easy. But yourn is very hard. That little boy cries like he had been hurt. When my sister got home she disremembered all that had been said to her. I will give this 'ere book for that 'air slate.

That bag of hern is very pretty. I think it is prettier than yourn. Like the snow melts in the river, so man's life vanishes. Look at that 'ere horse. It can run twice as fast as this 'ere one. The apples fall thick, like the leaves fall in autumn. In the dead of night, unbeknown to every one, the house was robbed. I want to sell this 'ere fine book. It is not yourn to sell. My cousins say it is theirn. I had a very early breakfast, and I feel like I want my dinner.

## V.

- Lay . . . for *lie*; as, "My book is *laying* on the floor."  
CORRECTION: "My book is *lying* on the floor."
- In . . . . for *into*; as, "He went *in* the house."  
CORRECTION: "He went *into* the house."
- Went . . for *gone*; as, "He has *went* home."  
CORRECTION: "He has *gone* home."
- Seen . . for *saw*; as, "I *seen* Mary."  
CORRECTION: "I *saw* Mary."
- Done . . for *did*; as, "He *done* very well."  
CORRECTION: "He *did* very *well*."
- Set . . . . for *sit*; as, "He is *setting* on the chair."  
CORRECTION: "He is *sitting* on the chair."
- Chaw . . for *chew*; as, "He *chaws* tobacco."  
CORRECTION: "He *chews* tobacco."
- Lit . . . . for *lighted*; as, "The lamp is *lit*."  
CORRECTION: "The lamp is *lighted*."

## EXERCISES.

Correct the following sentences, and tell in what the error consists:

John has been setting all day in the same place. The cat was laying on the bed. John had went home before I could see him. The cow chawed the cloth. I never done it. Is the fire lit?

Mary threw the paper in the fire. What are you chawing? Mary broke her cup in pieces. The pig got in the garden through a gap in the fence.

My uncle lit his pipe with a piece of paper. Godfrey is setting on the bed. He came in this room. Mary should set up. John will lay down.

The horse ran in the stable. Go in the cellar. George has went away. Thomas seen me do it. I had went home. I seen the elephant yesterday. I can not lay still. She will not set still.

Peter is chawing sassafras. Henry plunged in the water. Where has my dog went? The town is well lit with gas. I saw him run in the house.

## VI.

**Which** . . . . in asking a question, for *what*; as, "*Which* did you say?"

CORRECTION: "*What* did you say?"

**Ways** . . . . for *way*; as, "I walked a little *ways*."

CORRECTION: "I walked a little *way*."

**Better** . . . . for *more*; as, "Her ring cost *better* than ten dollars."

CORRECTION: "Her ring cost *more* than ten dollars."

**Cracked up** . for *represented*, or *described*; as, "The speaker was *cracked up* as very eloquent."

CORRECTION: "The speaker was *described* as very eloquent."

**Have got to** for *must*; as, "We *have got to* study, if we wish to learn."

CORRECTION: "We *must* study, if we wish to learn."

**Fix** . . . . . for *repair*, *mend*, *arrange*, *put in order*, *prepare*, *adjust*; as, "My shoe is *fixed*;" "The books are *fixed* on the shelf;" "Every thing has been *fixed* for starting."

CORRECTION: "My shoe is *mended*;" "The books are *arranged*, or *put in order*, on the shelf;" "Every thing has been *prepared* for starting."

**Fix** . . . . . is also improperly used as a noun for *predicament*; *condition*, or *state*; as, "He is in a bad *fix*."

CORRECTION: "He is in a bad *predicament*, or *condition*."

NOTE.—The word *fix* usually signifies *make firm*, or *fast*, *render immovable*, etc.

## EXERCISES.

Correct the following sentences, and tell in what the error consists:

The school-house is a great ways from our house. It is better than two miles. And the road is not so smooth as it is cracked up to be.

Which did you say? We have got to walk fast, or we shall be late. The caravan is only a little ways ahead. Some people are cracked up as wiser than they really are.

My coat is torn; I must get it fixed. Have you fixed your desk? Are the seats properly fixed? Your room is in a bad fix. Fix my hair for me. John fell into a mud-hole, and is in a very bad fix. The streets are in a bad fix. You have not fixed the chairs. The carriage is fixed, and we can take a ride. Mary would not fix my clothes on me. Take your broken desk to the carpenter, and have it fixed. The horses can not pull the wagon till it is fixed. Fix that table, and then take it to another room.





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